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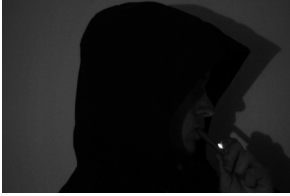
Mouth of
The River

Publication of Oyster
River High School



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MOR Mission Statement

Mouth of the River seeks to reliably inform the student body, as well as the surrounding community, of interesting and newsworthy content in a modern, compelling format. Our goal as a staff is to give a voice to the students of Oyster River, and have it heard by any and all of our readers 

Dear Readers,

The staff of Mouth of the River staff has spent the whole school year working to refine every publication and to continue improving. With that said we believe Issue 4 brings forth a new side of professionalism to the publication. As the school year concludes we hope that our readers look forward to their last copy of Mouth of the River for this year. This issues theme is the "untold story." Both the front and back cover capture the seriousness that is unveiled in the issues. With topics ranging from islamophobia, to misconceptions about eating disorders to educating the community on CBD, this final issue is about telling the untold story. We hope that our readers finish the issue feeling a little bit more educated and aware of the world around them.

The day I have been dreading for sometime has finally come, my last issue of Mouth of the River. Two years ago I wandered into Mr. Kelly's classroom as a nervous sophomore into what I thought would be the typical english course, and now I am in my second year of being on staff of Mouth of the River and writing my last Letter from the Editor. For the longest time I struggled to ever answer that question of "what is your favorite class in school?" that your parents friends would always ask you. I never had a

confident response until I signed up for Mouth of the River. Mouth of the River has given me a sense of passion and excitement that I had never experienced in my schooling before. I have never minded the early mornings in the writing center finishing layout, or the late afternoons spent editing a draft. Mouth of the River would be nothing without, Mr. Kelly. He has formed me into a better writer, reader, editor, leader, thinker, communicator and human being, and I am forever grateful. His willingness to listen, trust and communicate is something that glues the MOR staff together. So thank you Mr. Kelly for listening to me ramble to you in the morning before school everyday and helping me learn from my mistakes.

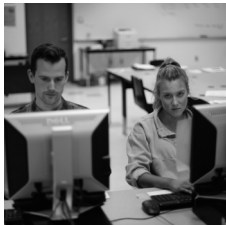
As I sat down to write this letter I looked through last years Issue 4 and am amazed by the growth that has happened over the year. To our readers we are a staff of 10 that produce a magazine every quarter and meet once a day. To ourselves this magazine is a product of our hard work, community and willingness to challenge and learn from one another. I believe issue four is our best work yet and I hope that you think so too. I look forward to watching MOR continue to evolve,

All the best,

Isabelle Todd
Editor in Chief



MEET THE STAFF



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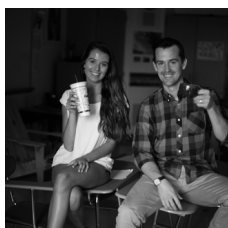
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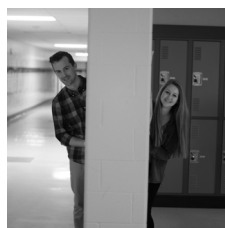
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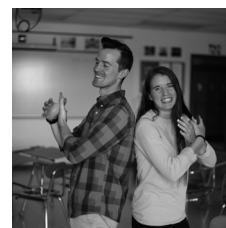
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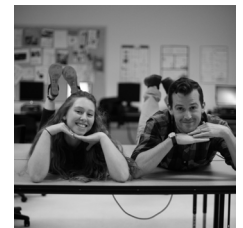
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Putting the plastic bit to his mouth, he depressed the metallic button, igniting a ring of blue light around his fingertip. He breathed the tasteless vapor deep into his lungs, held it for a beat then exhaled a moist breath. His lips returned to the tip of the e-cig for three more subsequent drags. Standing up, he slid the device into his side pocket where it rested beside a small glass vial of contents unknown. His fingers fumbled with the latch, he then pulled on the plastic partition and exited the stall. As he rounded the corner his soles scuffed the blue and white tile as he faltered once before regaining his stride. He carefully navigated the halls back to his ongoing class. Sobered up by the face of his teacher mid-lecture, he resumed his seat in the back row. His eyes struggled to focus on the board, much less comprehend the material. Thoughts raced through his aching head. *Am I supposed to feel like this? Is my arm supposed to be numb? What did I just take? One thought prevailed over all others. More.*

Recently, a product being sold as Cannabidiol (CBD) oil, has surfaced at Oyster River High School and the surrounding towns. Students have reported adverse reactions to this drug, including hallucinations and severe dissociation. An assumption is that because the product is being sold by a local convenience store and is legal to purchase, the product is safe. But quite the opposite is true, as it is clear that CBD oil is in fact a mixture of unknown chemicals, belonging to a group of drugs called “synthetic cannabinoids.” Cannabinoids are a group of chemicals found in marijuana, while synthetic cannabinoids are chemicals created in a lab that seek to imitate the effects of these natural chemicals on cannabinoid receptors in the brain.

Synthetic cannabinoids or SC, such as K2 and Spice, are herbal mixes laced with laboratory-made drugs that are similar to the cannabinoids found in marijuana. These herbal mixes caused 54 deaths in the state of New Hampshire during 2014, prompting Governor Maggie Hassan to announce a state of emergency. Since then, there has been a vacuum of news coverage about SCs in New Hampshire as attention shifted to the ongoing heroin epidemic, while in other states use of synthetics has skyrocketed. The 2014 Global Drug Survey reported that 1 in 5 surveyed reported to using “research chemicals” in the last year, a group of drugs to which SCs belongs.

The new product labeled as CBD oil is not an herbal mix. Instead it takes the form of an e-juice for use in an electronic cigarette. Though the contents are dangerous, the only regulations that apply to it is section 126 K:2 of the New Hampshire state statutes, which defines the liquid as a tobacco product because of its ability to be used in an e-cigarette. Section 126 K:4 then defines that tobacco products are not for use by minors, but like most products with age restrictions, if there is a will there is a way.

Many claim that one vial of oil being sold is in fact a knock-off of a legitimate product, with the company responsible for Just Chill! Products releasing a statement on its Facebook to consumers that a fake product with similar branding has been reported, and that some users of the product had been hospitalized.

The faux oil being sold locally lists the ingredients as CBD, PEG 400 (a common additive in e-juices), and artificial flavorings. Because of the lack of FDA regulations “anything can be put in and called artificial flavorings,” said Charles Novak, a Master Licensed Alcohol and Drug Counselor at Oyster River High School. “That’s how they can put unknown chemicals into it without anyone noticing.”

Other containers of clear liquid are being sold as well in e-juice bottles, also being marked as CBD oil despite the fact that true CBD oil is usually a yellow-green. These bottles are branded with glamorous names, such as cloud 9.

Cannabidiol or CBD is a naturally occurring chemical found in marijuana and hemp, and is often praised for its medicinal qualities. It is safe to consume and produces no psychoactive effect but is still considered a controlled substance. Under federal law, all hemp products can only be made out of seed and stalks. A majority of CBD is found in the leaves, so extracting the cannabinoids from the seed and stalk is a difficult process, warranting a high price tag. Some legitimate products have come under fire for containing a questionable amount of the cannabinoid.

Just Chill! Products sells their product for \$30 online for the same amount of product as the local convenience store, which is selling it for \$20. This begs the question, how could any store get a legitimate product for less than the standard sale price, further substantiating that this is not a legitimate product. So then what exactly is being sold?

Synthetic Cannabinoids oftentimes have a stimulating effect on the central nervous system causing an “increase in core temperature, and disassociation from reality, which causes them to not think appropriately. This can cause them to harm themselves or others and them not realizing the decision they made was a wrong one,” said Jason Plumb, a paramedic and captain of McGregor Memorial EMS in Durham, New Hampshire. Other effects include racing heartbeat, numbness, aggravation, anxiety, intense hallucinations, suicidal thoughts, cardiac arrest, organ failure, and seizures. Death is always possible with synthetics as there is no way to effectively “dose” the drug, so even one hit could potentially be lethal. As with all drugs, effects vary person to person, “that’s why there is more than one blood pressure medication. Different drugs affect people in different ways,” said Plumb. So what makes your friend feel high could send you to the hospital.

“[In] some of the first cases I saw in 2012 and 2013 people would have extreme chest pain and seizures or were unresponsive because their core temperature rises so rapidly. Seizures are definitely very common,” said Plumb. Many of the cases Plumb

Once he drew the vapor deeper into his lungs, he knew something was wrong. Grasping the e-cig in his hand, he twirled it around and passed the device to his friend who awaited eagerly. Stars danced across his vision as his friend took a drag. A sudden onset of vertigo knocked him off balance, then his knees buckled. His friend’s hands shot out, catching his head before it hit the tile. On the ground he curled into a fetal position, his friends urgently shaking him, but still he lay unresponsive. Realizing that their efforts weren’t helping their situation, they began to frantically deliberate.

“What the hell do we do?” said one friend, vocalizing the thought in everyone’s mind.

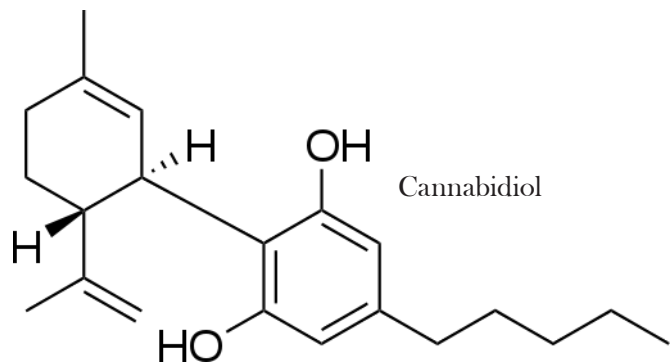
“We could call for a teacher,” said another.

“No, do you know how much trouble we’d be in?” voiced the fourth member of the party.

“Grab his arms.”

Taking him under the arms they dragged him to a nearby shower stall. Leaning their delirious friend against the wall, tugging on the plastic sheet, he straightened the divider as to hide his friend.

“I guess he’ll wait it out.”



They turned off the highway, slowing to match the speed limit of the more rural road. The boy in the passenger seat pulled a slim e-cigarette and triple clicked the circular button. He began to draw from it, and then another one. Content, he turned to the other passenger. "You want a hit?" he said over the music.

"No, last time I hit a vape it gave me a headache," she said.

"This is different. It's CBD oil, it's fun," he replied.

"No, I'm good," she stammered.

"Come onnn, it will be fun," he coaxed.

Breaking the silence from the driver, "Don't be a wuss," he affirmed.

Finally, the girl took the pen in hand and depressed the small button until it illuminated her finger. She tentatively drew in, and then exhaled. Her head beginning to swim, she moved to give the vaporizer back.

"Two to make sure you feel it."

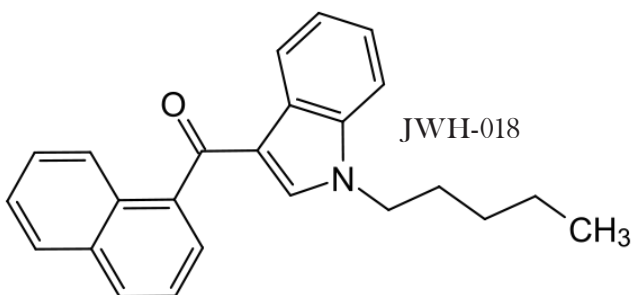
Her heartbeat raced when she blew out. Time seemed to slow, her heartbeat audible over the booming music. Calm down, focus on your breathing, she thought as she tried to settle her racing heartbeat.

has responded to involving synthetics were for people that were in a complete dissociated state, so much so that they were unable to perceive their surroundings.

In addition SC can be addictive. An ORHS student spoke to me about his concerns for his friend, but only under the condition of anonymity. "My friend did it a lot, almost every day for a month. After he stopped it was like he was going through withdrawals. He was anxious from not having it. He told me he'd wake up covered in sweat, with his head pounding."

A contributing factor to the danger of SC use is that because it isn't a conventional drug like cocaine and heroin that kids know are dangerous, and that it is sold at a retail store, people think it is a safe product. Users are ignorant to what they are putting in their body.

In addition, the faux CBD oil dons packaging that claims to be a marijuana derivative, which further perpetuates the illusion of safety. Whatever your feelings are on marijuana, there is a general consensus that it is relatively "safe." This idea of a safer drug is then transferred to this legal product, so for kids who worry about the legal consequences of using marijuana the faux oil is seen as the perfect alternative. This mindset has led kids who haven't ever done drugs before to turn to this hazardous alternative. At the same time, for other kids, this product is a way for them to get high in school with lesser foreseeable consequences for getting caught compared to smoking marijuana. Where being caught with an e-cig warrants an in-school suspension, being caught with marijuana results in a far lengthier out of school suspension. In the 2015 Monitoring the Future survey 5.2 percent of high schoolers reported using synthetic cannabis in the past year, the second most used illicit drug after marijuana.



Synthetic Cannabinoids are developed by chemists and pharmaceutical researchers as a way of more directly stimulating the CB1 and CB2 cannabinoid receptors in the central nervous system. These "research chemicals" are created to give scientists a greater idea on the mechanisms of action of marijuana, and to help create pharmaceuticals with the desired health effects.

CB1 and CB2 are the most affected by marijuana's main cannabinoid Tetrahydrocannabinol, or THC. THC is the component of marijuana that produces the high that the plant is notorious for, in contrast CBD produces no psychoactive effects. THC partial bond to the receptors causes the user to feel high, but since it's only a partial bond it does not bind for very long and fairly weakly. Meanwhile SCs are specifically designed by researchers to attach to CB1 and CB2 as strongly as possible, giving the research chemicals a marijuana-like effect that is up to 100 times more potent than the illicit plant. In addition, by fully bonding to the receptor, SCs can affect vital functions such as breathing and heart rate, while marijuana does not. This seemingly insignificant difference in the chemical bonding is what makes SCs infinitely more dangerous.

Not to mention the overwhelming effect on a person's psyche, "research chemicals" come with a whole host of undesired effects on the body, such as psychosis, cardiac arrest, and seizures. Despite being developed by trained chemists, most SCs have not been tested outside of a petri dish. Research papers are released about the synthesized chemicals, which then can be used by pharmaceutical companies to begin testing the compound to find its medicinal use for humans. Though many compounds have been synthesized, very little have reached pharmaceutical human trials.

Marinol is another pharmaceutical drug containing a synthetic cannabinoid, developed to treat nausea and vomiting following chemotherapy. After extensive research the FDA approved the drug. Another SC known as JWH-018 was created by a scientist John W. Huffman. In 2009 Huffman received a phone call telling him that his chemical was being manufactured and sold as a Spice. He was unsurprised, knowing full well that his creation could be used for such purposes and that eventually Pandora's Box would be opened. JWH-018 was found in the blood of Anderson University basketball player Lamar Jack in 2011 after he died of acute drug toxicity with excited delirium that led to multiple organ failure.

The two drugs belong in the same category but have wildly different effects. There are a vast number of SCs all with unpredictable effects. Most of the time the first

“People get into this mindset because the packaging is cool and it’s legal that it is safe... It’s dangerous because synthetic drugs change rapidly because of the nature of the drugs. The state will deem that this molecular makeup is banned and then they’ll just keep adjusting the molecular formulas so that now they’re not illegal anymore. So this one’s banned but this one’s not,” said Plumb. These chemicals are oftentimes mass produced in Chinese super labs, as shown in the episode “Synthetic Drug Revolution” by Vice on HBO. These labs are producing the product indiscriminately alongside medication for baldness, acne, and antibiotics. Most factories don’t even really know what they’re producing. China, unlike the US, has no analog drug laws, meaning that as long as they’re not producing the actual drug, factories have free range to make as many synthetic knock-offs as they want. The chemicals created are active in milligrams and one lab can produce hundreds of kilos. A packet or vial of SCs may sell for around \$15 in the States while being produced in China for fractions of a dollar. There is a lot of money to be made from these products.

The accessibility to these chemicals is astonishing. In a series of articles by the Miami Herald, “The Chinese Pipeline,” it is shown how synthetics created in Chinese labs are easily being transported to the US using parcel services such as USPS to ship kilos of drugs to inconspicuous locations throughout the United States. Because of how cheaply the drugs are to make, distributors oftentimes guarantee that you will get the product you order. If the parcel is confiscated in transit, they will send you another batch. As with most drug smuggling, losing a shipment is unacceptable so more creative methods are necessary. This is further complicated by issues in identifying products as drugs because conventional drug detection doesn’t work on many synthetics.


It’s alarming that these unsafe drugs are being made and sold at such a large scale. But what’s even more shocking is that a store in the Durham community is selling these products completely legally.

“I find it ridiculous that Campus Convenience has been able to continue operating after they’ve lost their liquor license so many times, and now they’re selling this [expletive] to kids,” said Steven Green, a local parent who has concerns about allegations of Campus Convenience sale of faux CBD oil to minors. The restriction of selling to minors is the only regulation that applies to the sale of the faux CBD oil. “I’ve heard that kids are taking money that their parents give them for lunch, not eating, and then going and buying this,” Green continued.

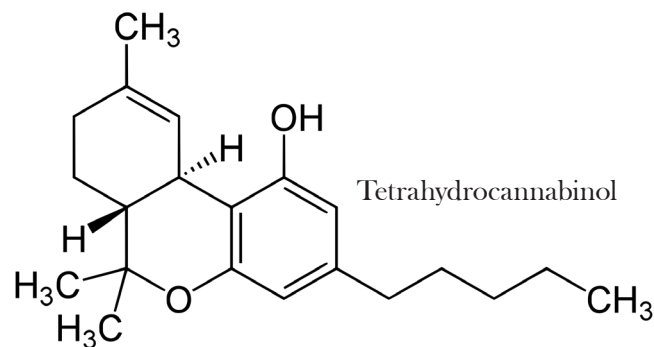
When I went into the store, the employees didn’t seem to know what was actually in the product and how dangerous it was. It seems that they were as ignorant to the actual contents of the product as most users were.

Many laws have been enacted to illegalize synthetics, such as the Synthetic Drug Abuse and Prevention Act of 2012 that made 26 synthetics illegal. The DEA has used its emergency scheduling powers to illegalize additional synthetics. But still everyday new chemicals hit the streets. still everyday new chemicals hit the streets.

I first heard about CBD oil in the senior core in midwinter. While overhearing a conversation about it I assumed it was the legitimate product. But as it gained in popularity I realized that my first presumption was incorrect. Since starting this story I have talked to scores of kids who’ve used the product, from seniors to freshmen. Some used the faux product because their friends offered it and told them it would be fun. Others assumed it was a marijuana derivative just as I had. Some used it despite never having consumed any other substance in their life, because it was accessible and legal. On each page there is a story, based on experiences told to me by high school students. Of course some details had to be changed in order to protect the students. I believe these stories convey the effects of CBD oil more than any statistic or figure can.

It was astonishing to me that an issue I had been reading about for so long finally arrived in my hometown. Synthetic drugs are unpredictable, and dangerous, and have ruined countless lives. Weed and alcohol are one thing; their negative effects are at least well documented. You don’t know what this faux CBD oil is much less how it will affect you. Sure, your friend might have had fun doing it, but when you draw that vapor into your lungs you’re playing a game of Russian roulette—and with your whole life ahead of you why would you risk it just for a high? 

Pulling open the door, he struts confidently into the store. Walking up to the counter with the same strut as he entered, he spoke the words he had practiced on the way over. “Hey, do you have any CBD oil?” The clerk scanned the customer’s face, eyes gliding over his youthful features. He then turned to his left and grabbed a vial and two small bottles from a shelf. “I’ll take the vial,” said the kid. Reaching into his pocket, the kid produced a crisped twenty, his weekly allowance, and handed it to the cashier. Grabbing the package from the counter, he turned and walked out the door. Easier than he thought.





BACK ON

Oyster River High School is scheduled for new athletic facilities coming in the fall of 2016

"I honestly felt like it was never going to happen, especially after last year. After so many disappointments over the years it was extremely exciting to have it pass," said Oyster River High School culinary arts teacher and track and field sprint coach, Nick Riccardi.

On March 8th, 2016, 2670 voters came out in support of the full athletics facility at Oyster River High School (ORHS). The project, Article 3, proposed a complete re-configuration of the fields in the rear of the school; both the softball and baseball fields would be rotated to take better advantage of the space, and a 6/8 lane 400 meter track with an environmentally friendly turf field in the center. With a necessary threshold of 60% positive vote in order to pass, Article 3 received 68% this year, with 1786 ballots cast in favor of the project. This was a huge victory for the Oyster River community after a devastating close call on the same article in 2015, missing the 60% by just 4%. The first steps to the upgrade were taken on Friday, April 1st at the official groundbreaking ceremony on the current varsity field at ORHS. The project is scheduled to be completed by the fall of 2016.

Many factors led to the success of the 2016 vote, but one prominent factor was the initiative and action taken by ORHS students. With no payment or recognition to speak of, seniors Evan Gordon and Grace Heine stepped

up to take the reins as student representatives for Article 3. "People have asked Grace and I why we cared so much, 'we're seniors, we won't even get to use it,' they would say. But it's not about that. As cool as it would have been to run on my own track, I don't want these facilities for myself. I want them for the deserving student athletes, the athletic programs that are being held back, the elementary and middle schoolers, the kids who haven't even been born yet, the senior citizens, the parents like my dad who will have access to the track. I think this project is such a huge step for this community, and I'm so grateful and proud to have been a part of it," said Gordon.

Fueled by Gordon and Heine, two big efforts were made by a group of student-athletes to pull positive votes for the upgrade. The group consisting of students from the entire spectrum of sports got up early one cold morning in February to walk door to door in small groups. They informed members of the community about the project by offering an array of statistics, and encouraged them to get out and vote. The next night, the group gathered again to make over 700 phone calls to the community as a final reminder to get down to the high school on March 8th and cast their ballot in favor of the project. Students weren't the only ones pushing for the upgrade; many adults have been a part of Article 3 since the beginning.



TRACK

NEVILLE CAULFIELD


This project was not just a two-year event, but a two-decade affair. FORT is a group that was formed nine years ago to begin to raise awareness for the possibility of a track at the high school. Jon Parsons and Rob Drugan, both members of FORT, are two of many who have shown their support for the entire 19 years, and were in attendance at the groundbreaking ceremony. "I feel incredibly relieved and thankful that Article 3 passed. I am so happy for the kids that will get to use the facilities and for people like Todd Allen and other FORT members who never gave up their dream of a track at Oyster River High School," said Cathy O'Brien, former olympic marathoner and mother of two Oyster River students. O'Brien has worked to support the project for two years and is passionate about the value of having easy access to opportunities for physical activity in the community.

Many staff members at ORHS are excited at the prospect of the new fields and track. "It's going to provide a much better environment for us to be able to train, and will help reduce injuries. For the convenience factor it is huge; the ability for us to get on the track right after school is a much better environment and situation than trying to do sprint repeats on the UNH track at seven o'clock at night," said Riccardi.

Not all benefits of these facilities will be physical. "I be-

lieve in the value of athletics and sports in a kid's life. So many valuable lessons are learned on the field, road, court, and track by coaches, teammates, wins, losses, and hard work," said O'Brien.

Although most members of the immediate Oyster River community are happy that Article 3 passed, a change of this magnitude always has consequences. "I guess I don't totally see a reason to build it right now (as opposed to the summer) because I know it's interfering with other sports and not to mention graduation. It isn't the biggest deal, but it's definitely a weird change from past years," said Cara Greenwald ('16). Because Article 3 is a full reconfiguration of the fields in the back of the high school, the class of 2016 will not be able to have graduation on the field, but indoors in the Whittemore Center at UNH.

The new facilities will be far more economical, with the annual maintenance of the former grass varsity field stacking up to \$24,180, and the annual cost of the turf projected at \$2,500 - \$3,500; that's \$21,000 less to maintain the field annually. The taxes for the district will increase by \$5 a week in order to pay for the project. In addition to the school's budget for the project as well as taxes, \$500,000 needs to be privately fundraised. Anyone interested in donating can contact the ORHS Athletic Director Corey Parker at 868-2375 extension 2, or at cparker@orcsd.org. 

The Value of Playing



“Getting a scholarship is a good enough reward for competing at the college level. Some schools will give their athletes a spending stipend to use for traveling and food, but other than that, I don’t think that college athletes should be paid,” says Maegan Doody (‘16), future runner for Georgetown University.

As mentioned in *Playing at the Next Level* by Owen Kurtiak, Oyster River High School has many seniors who will be playing a sport at the collegiate level. The question of whether or not college athletes should be paid isn’t just a national issue but also centered in our community.

The average athletic college scholarship is about \$10,400, according to *US News and Report*. However, these scholarships are not easy to get; about 1 million boys play high school football, but there are only about 19,500 football scholarships given out per year.

Zak Lanoue (‘17), prospective college athlete, thinks that college athletes “would get

too caught up in salaries and distracted by school,” if they were to be paid for playing.

In a 2010 NCAA survey, more than three-quarters of Division I baseball players reported spending “as much or more time on athletic activities” during the off-season as during the competitive season. About 70 percent of men’s basketball players reported the same, as did 70 percent of football players. Every year, collegiate men’s basketball and men’s football bring in millions of dollars of revenue to schools, and for coaches of these two sports, having a five-million dollar salary is no longer ‘eye popping’ according to *The New Yorker*.

Sandra Strogen, ORHS alumna and current University of New Hampshire Club Women’s Ice Hockey player, agreed with the common trend of responses, saying: “They chose to participate in a sport while being a student so I don’t believe they should be compensated by the school. Some universities like UNH should be treated the



same way as high school but just knowing it'll be more intense and could lead to more opportunities for a career in that sport."

It is clear the most ORHS college athletes do not think they should be compensated beyond a scholarship, and this seems like not only an ORHS trend but something beyond our community.

However, there are some who believe that college athletes should be compensated for their pay. "As the system exists now, it is ridiculous to see the amount of revenue the NCAA and its member institutions generate while athletes get nothing. Should they be salaried? No, but it's not unreasonable to give some boosted modest stipends. An athlete doesn't have time to get a job while in school because of their athletic commitments, and it's not unreasonable that out of the hundreds of millions of dollars that the NCAA brings in, that a little bit trickles down to the athletes that put in the labor," says Greg Gilmore, Director of Coaching at Maximum Velocity FC.

Gilmore not only coaches soccer currently, but was a college athlete himself. He knows the life of a college athlete far too well, and can conclude that it's a stressful life. "College athletics taught me what kind of commitment it takes to be successful as an adult. During preseason for soccer we had anywhere from 3-5 sessions a day. Our schedule often read something like this: 6am 2 mile run, 8am practice, 11am lifting, 2am practice, 6pm practice. It was a grind, but I think everyone that was a part of our program has been able to look back on what we accomplished and worked for with a great deal of pride."

Brittany Skudder, former UNH Hockey player, says: "Collegiate athletes live a stressful life, and you know that when you commit to play for a school, but you don't do it for money in your bank account. You do it for the opportunity to attend a school you may not have been able to before, the opportunity to improve not only yourself but test your mind to a new level. Sometimes it sucks: the early morning practices, long drives, and being stricter with the priorities of a college student. But in the end, if you love the sport, it's worth it."

The controversy of whether or not college athletes should be compensated for is beyond ORHS, but at the end of the day it comes down to the value of playing for yourself. M

According to *The Case for Paying College Athletes* the college sports industry generates \$11 billion in annual revenues. Also, the University of Alabama head football coach, Nick Saban, recently signed a contract paying him \$7 million per year. Should college athletes be paid as well?

Andrea Staples

The Last Lap

Betsy Larson




“It brings a lot of people together that would not otherwise have a venue to come together, a lot of people in town we only see sometimes once a year and that’s at Todd’s trot,” says Bob Heuchling. Heuchling is the founder of Todd’s Trot and father of Todd Heuchling.

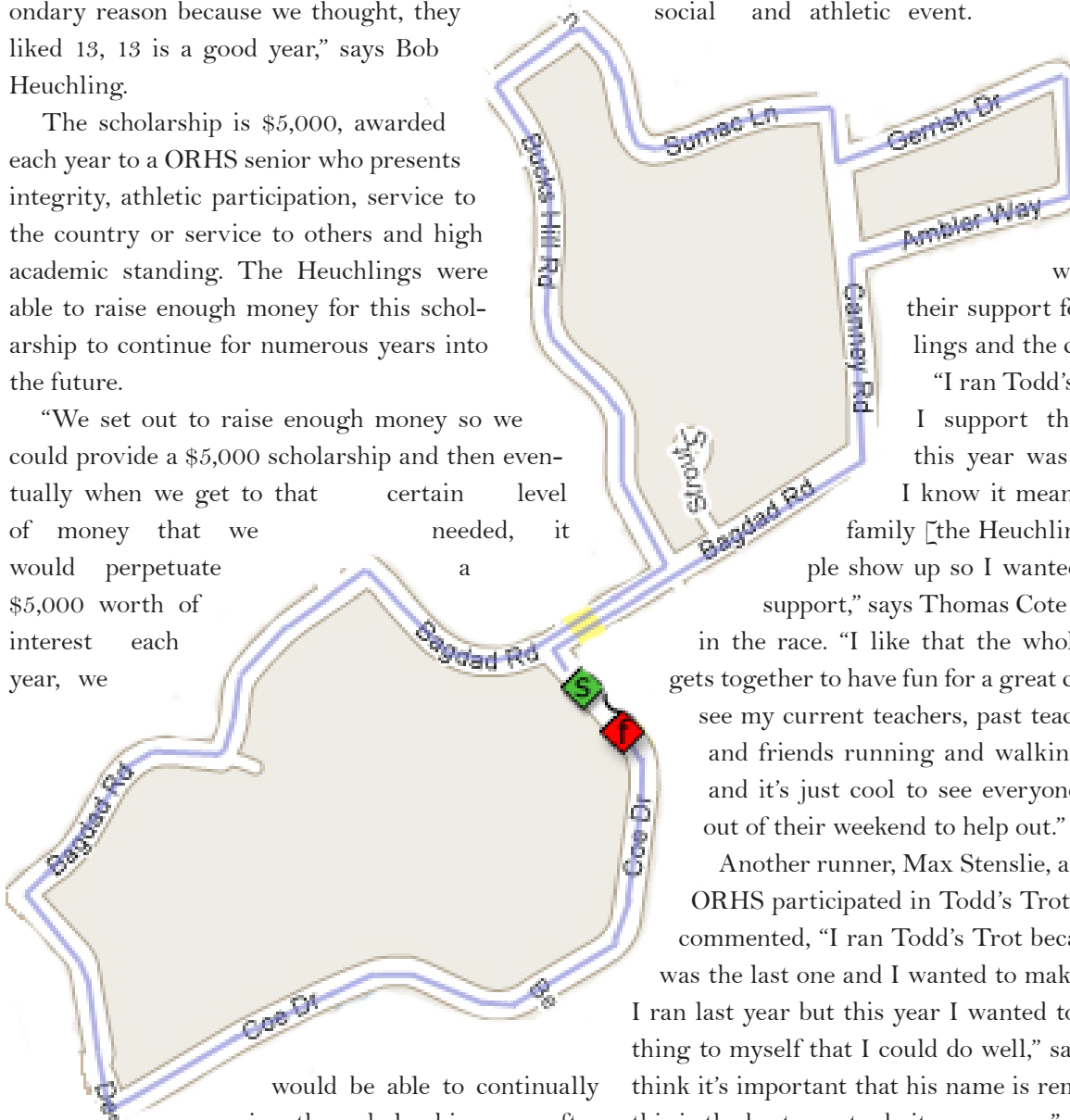
The 13th annual Todd’s Trot 5k race took place April 9th at Oyster River High School. Todd’s Trot began in 2003 and was named after Peter Todd Heuchling, the son of a local family who passed away in August 2003. Todd was training to become part of

the marathon team at West Point Naval Academy, and in the last 100 yards of the eight mile competition Todd collapsed from a heat stroke and was unable to be revived. The event has been a great way for the community to get together, exercise, and remember Todd Heuchling. Parents, Bob and Sally, have decided that this year’s Todd’s trot will be the last one. This encouraged many people to come out and run Todd’s trot for the last time but left people wondering why it has to end.

“I guess the big reason was we originally established

year. Long after Sally and I are gone the fund will be fully funded so that scholarship will go on forever and that's what it's really all about — it's giving back to the community and the scholarship gives

Although the event itself had to come to an end, the ORHS community will continue to honor Peter Todd Heuchling with the scholarship and remembrance of the outstanding student, son, and friend that he was. 



J U S T A N U M B E R

Jessie Stelter and Liz Paquette



“There’s a huge difference between you being in
my class as a number

—

and you being in my class and me really knowing
who you are and what you do outside of class.”

“I’ve had the experience teaching in this district at a time when enrollments were very high; I had classes of 27 myself, so I know what it’s like and it’s definitely not a desirable thing,” explained Todd Allen, Assistant Superintendent for Oyster River High School.

With a large incoming freshman class, and an increase of students due to the Barrington agreement, there will be a significant increase in students attending ORHS. This may not seem to have much of an effect, although with a jump from 707 kids to approximately 770, the result may be leading the school in a new direction, and without appropriate compensation to this rise in population, it may not necessarily be a good one.

The Barrington agreement is fairly recent, and allows up to 125 students to be admitted into ORHS every year. The agreement will end in four years and at that point ORHS and Barrington can re-evaluate or keep the plan the same, depending on the population of kids at the high school. “It means two thirds of the high school population are Oyster River residents, and approximately one quarter are Barrington students. And those Barrington students allow us to offer the programs that we want to have for all of our students,” said James Morse, Superintendent to the Oyster River Cooperative School District.

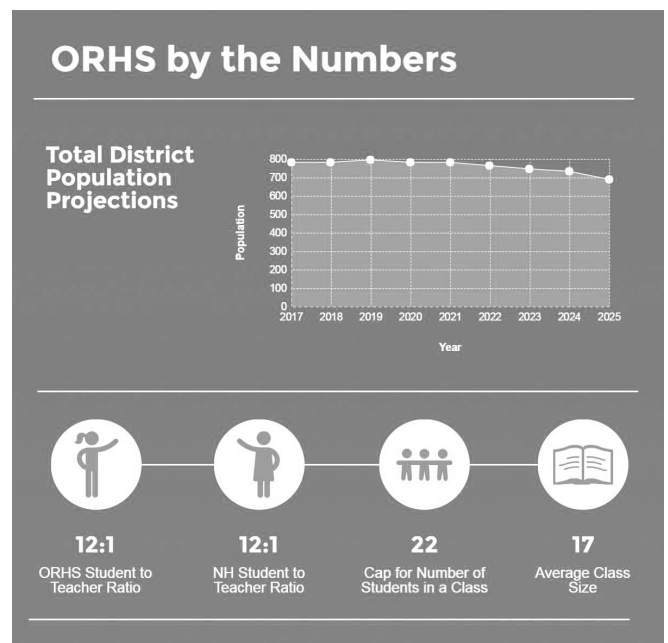
Al Howland, an active member on Oyster River’s school board, adds that the goal of this is to “help keep the elective system strong. It also provides the district with revenue that allows us to control costs.”

We as a high school keep required classes to a minimum, usually making them for freshmen and sophomores. From there we usually allow more freedom for juniors and seniors with course selection. More students means we need to provide more teachers and more required classes, such as World Cultures and Essentials of English. With more required classes, teachers who teach electives will have fewer periods to teach those, resulting in a smaller number of electives. So instead of having four Sociology classes, there might be one or two, and the class would become very exclusive. The other option is to hire more teachers to teach these required classes and or electives.

Mark Milliken, ORHS Dean of Faculty, explains the situation of an increase in students as a “bubble.” According to the projections, the incoming class of 2020 is around 200 students, while this year’s graduating class is approximately 140 students. However, the projections suggest that this increase may even itself out over time. Although there is a possibility that this increase will stay consistent, in this case we get into the problem of whether or not to hire full-time teachers. As of now the school board has decided to hire a part-time position teacher in Social Studies, English, Business, and World Language classes.

Howland expands on this, stating, “The majority of the district’s budget is staffing. A great deal of thought goes into balancing ideal staffing with controlling costs. We increased staff in areas that would have created significant scheduling difficult for students next year.” This was an incredibly important action, considering it was heavily debated whether or not to actually hire more teachers. Although, since these teaching positions cater to a temporary increase, the problem of class sizes still may be an ongoing problem.

Currently Oyster River High School has a student-to-teacher



ratio of 12:1, and an average class size of 17. “We have created the strategic plan, which creates policy for the next ‘x’ number of years for ORHS. One part of the plan is that we limit class sizes, so the cap on our class sizes is 22 students,” explained Brian Zottoli, a current Social Studies teacher at Oyster River High School, who has also worked at Dover High School, Winnacunnet High School, and Portsmouth High School. The strategic plan was created by students and administrators to maintain the same philosophies and goals that make Oyster River so special and unique.

On Oyster River High School’s strategic plan, number 3 under Student Engagement and Achievement Plans states that “innovative, student-centered instructional practices will support personalized learning for all ORCSD students.” Only in smaller classes will this goal be recognized. “I think small classes are better than large ones. They allow for a more personal connection with the teacher, and a better learning experience overall,” said Leo Foulds (‘17), a student at ORHS. “Having lots of electives is important. It gives students an option to focus on studying what they want to study, and a variety of different subjects you can go into.” Without electives, students would be forced to take classes on a path, such as English 1, English 2, and so on.

Audrey Amman (‘19) has the next three years to witness these potential changes and explains her concerns, stating, “I had the choice to go to Oyster River and Dover, and I made my decision partly based on the sizes of the classes and the number of students attending each school.”

She elaborates what this aspect of ORHS has done for her learning, explaining, “My Algebra class last year had about 32 kids in it, and I heard that Dover class sizes would be similar. This year, my Geometry class has half that amount, and I’ve found that it is far more focused and the students have a better relationship with the teacher.” Although some may say having such small class sizes isn’t fully taking advantage of how many students ORHS can hold, just because economically it makes more sense, doesn’t mean it is more practical.

The struggle of large class sizes is

described by Sophia Haley ('16), who attended high school in Brazil for a semester. "I went to Colegió Batista Suntos Dumont High school in Brazil. There were a lot of people [at the school], 40-45 people in each classroom. The teachers would switch but the students would stay seated, and they have a set curriculum, but it's all to prepare them for their SAT."

She adds: "The teachers try their best to know every student. But when the teacher walks up to the board and starts writing, they will fill up the entire board and you have to focus on taking notes. That's how they teach [in Brazil]. With our small class sizes, the teachers can reach out to students more." Smaller class sizes enable students to have relationships and conversations with their teachers, unlike how bigger classes can only really have lectures or take notes.

ORHS World Language teacher Leslie Gelsomini previously worked at Dover High School, with a student body of approximately 1,300 students. "When I was working at Dover, I would have 31 students in one class. It was harder for me to have time to talk to students one on one in Spanish, whereas here, I have more time to work that into my schedule. I think my biggest class has 18 students, and in a class of that size a student is not just a number."


Larger class sizes usually cause teachers to need to do more grading, and use simpler assessments such as tests rather than papers, and opens the class up to more potential classroom behavior problems. These things might take away from the education that teachers are trying to provide. "There's a huge difference between you being in my class as a number and you being in my class and me really knowing who you are and what you do outside of class," said Zottoli. "Small class sizes allow me to do more authentic assessments that are more specific to the students in my class, and allows me to prep differently, to do group work differently, and have more conversation-based classes that I wouldn't be able to have with 35 kids."

ORHS English teacher Marjke Yatsevitch explains her opinion in response to the option of not hiring new teachers with the influx of new students, in attempt to save money. She explains, "I think there is an ethics issue here. If you are charging for a service, which essentially the Barrington students are being charged for the service that we are rendering here, we need to offer that service to them."

Another aspect to look at is how most of the families living in the district are living here partly because of the school system. I have a similar opinion to that of Yatsevich, which is that it is only ethical to hire more teachers. Yasevich then goes on to say what having bigger class sizes would entail, explaining, "The ability to individualize instruction, and make sure to assess and address an issue a student may be having is important. When you have larger class sizes, the ability to do that on an individualized basis is broken down, and you have to take things in an amalgam."

The school board and administration have been trying to keep the student-to-teacher ratio the same. "We have been adding teachers as we grow. We're not waiting to get to the magic 800 students, and say 'we need so much in staffing.' Mr Allen did an analysis for the school board two meetings ago and over the last three years we've added, including next year, five and a half new positions. We've been doing it incrementally," said Morse.

The school board and the administration have agreed that Oyster River High School will never go too far beyond 800 students, "That's the sweet spot where the staff was supportive, and the community was supportive. They didn't want Oyster River to become a 1400 student school, because they were concerned that if we became too big, we'd lose the OR identity, and we'd just become a machine, educating kids as opposed to having a quality group of educators care about each student that comes through," explained Morse. "So the high school is unlikely, certainly not because of the agreement, to ever go beyond 800 students. And the only way it would go beyond 125 Barrington students is to compensate for a loss in resident students."

There are so many layers to this issue. Whether or not the projection of student body growth is a temporary situation, or a long-term pattern, this potentially could have an effect on how ORHS runs. Since these are projections, administration is really going in blind when it comes to whether to hire part-time teachers, full-time teachers, or if these new teachers should be permanent or not. At this point all we can do is prepare for an increase, but not allow ORHS' learning atmosphere to be compromised. No matter the future of ORHS, the school should never negotiate the quality and diversity of the programs offered, and as of now administration is determined to not let that happen. 

Year	9th	10th	11th	12th	Total District	Barrington Students	Sub Total	Exiting Students	Total
2015	155	174	161	123	613	-	-	-	-
2016	169	156	172	163	660	-	-	-	-
2017	172	171	154	173	670	118	788	-10	778
2018	166	174	168	156	664	125	789	-10	779
2019	170	168	171	170	679	125	804	-10	794
2020	156	171	165	173	665	125	790	-10	780
2021	171	157	169	166	663	125	788	-10	778
2022	150	173	154	171	648	125	773	-10	763
2023	153	151	170	156	630	125	755	-10	745
2024	141	154	149	172	616	125	741	-10	731
2025	128	142	152	150	572	125	697	-10	687

District Projections

MISCONCEPTIONS

ABOUT

EATING DISORDERS



“I think a lot of girls in particular develop eating disorders not just because they don’t like their appearance, but also because from a young age they are taught that they must shrink themselves in order to fit a mold created for them by the media, as well as people around them,” says Madi Pelletier-Murrill.

There are many misconceptions that circulate around eating disorders. And usually, when people hear that term, they associate it with people who voluntarily choose that state of mind, people who are significantly underweight, and people who don’t eat. And personally, I don’t blame anyone who associates these misconceptions with the term “eating disorder,” because that’s all the media emphasizes. The primary way to avoid any misconceptions that are associated with eating disorders would be educating people on what this disease really is, what it entails, what are the misconceptions that circulate around the issue, and how to prevent associating them with someone who has an eating disorder.

Someone with an eating disorder is not always distinguishable from a crowd. It can start off with something small, someone wanting to alter her appearance by working out more, or eating healthier alternatives. Usually with an eating disorder, it starts out as not as prominent, and escalates from there.

“For me it started out as a diet, just cutting out snacks and

junk food and exercising more. Little by little, I became addicted to the feeling of hunger and to my appearance,” says Emily Dirksmeier (‘18).

Once you get used to the new eating habits, whether that is restriction from food, overeating, or eating at certain times in copious amounts, that’s considered the new “norm” for your body.

Eating disorders are not a voluntary commitment. Eating disorders are classified as mental diseases, and to further distinguish the issue, a mental illness is defined as “medical conditions that are marked primarily by sufficient disorganization of personality, mind, or emotions to impair normal psychological functioning and cause marked distress or disability and that are typically associated with a disruption in normal thinking, feeling, mood, behavior, interpersonal interactions, or daily functioning,” according to the Merriam-Webster Dictionary. Eating disorders are severely impactful in the most distinctive ways. Anorexia, bulimia, and binge eating disorders are all types of things people experience that have one common variable: the worry that is associated with food.

“I understand that a lot of people see eating disorders very differently. A lot of people who have never had one don’t really understand them or view them differently than someone who has had one or does have one. Also people

“I believe that one of the most damaging misconceptions is that eating disorders are a choice and that individuals can just stop if they really wanted. Unfortunately, individuals struggling with eating disorders can not simply choose to stop any more than another individual could choose to not be anxious,”

who do have one can also each see it differently,” says a teenager who is currently recovering from her experience with an eating disorder. She wishes to remain anonymous as this subject is very delicate to her. For now, let’s refer to her as Annie.

“How I see eating disorders from my own experience and being around others with them, is that they are truly a mental disorder and it’s not just about restricting or purging like many people think. I see those as symptoms but not the disorder itself. Not all people with an eating disorder skip meals, or compulsively exercise, or binge, or purge, or hide food. It is a completely different situation for every individual it affects,” mentions Annie.

When the word “misconception” is mentioned it is referencing the most prominent associations that people infer when they hear someone is dealing with an eating disorder, some of those assumptions being the person must be stick-thin and only restrict their food intake or that it isn’t that hard to eat, so why can’t they just force themselves to?

“People don’t think about how making these generalizations affect people... I have been in and out of treatment various times, experienced many different therapists, programs, people. Friends and family members are always suggesting ways to ‘help’ whether that’s by suggesting that I eat more, or by changing my viewpoint pertaining to eating,” says a source that wishes to remain anonymous who has been dealing with an eating disorder, and eating disorder behaviors for the past five years. “These misconceptions are almost like stereotypes. You hear about how stereotyping people is so rude and inconsiderate, although you turn around and hear ‘oh look at her, she looks like a healthy girl, she must not have an eating disorder’ and that’s one of the most frustrating things.”

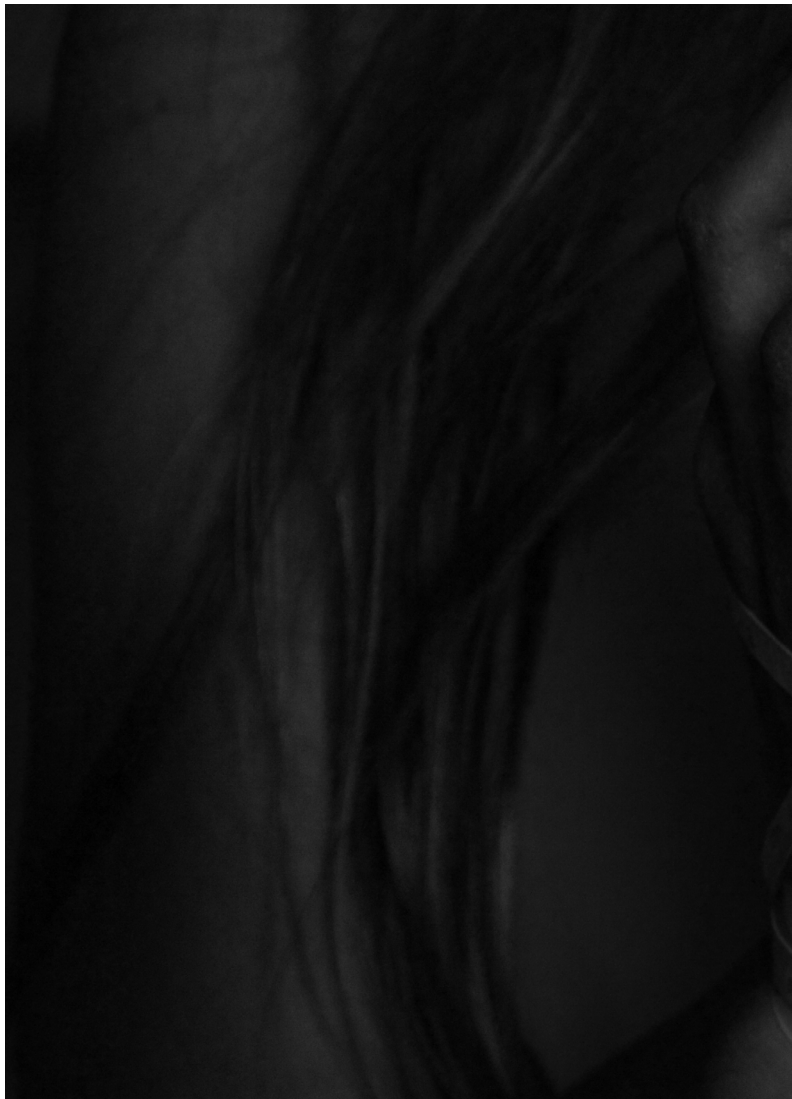
These misconceptions are what fuel the eating disorder. In most cases, therapy books, therapists, and consultants refer to the eating disorder as an entity, and the only way to overcome this mental disorder is to distinguish yourself

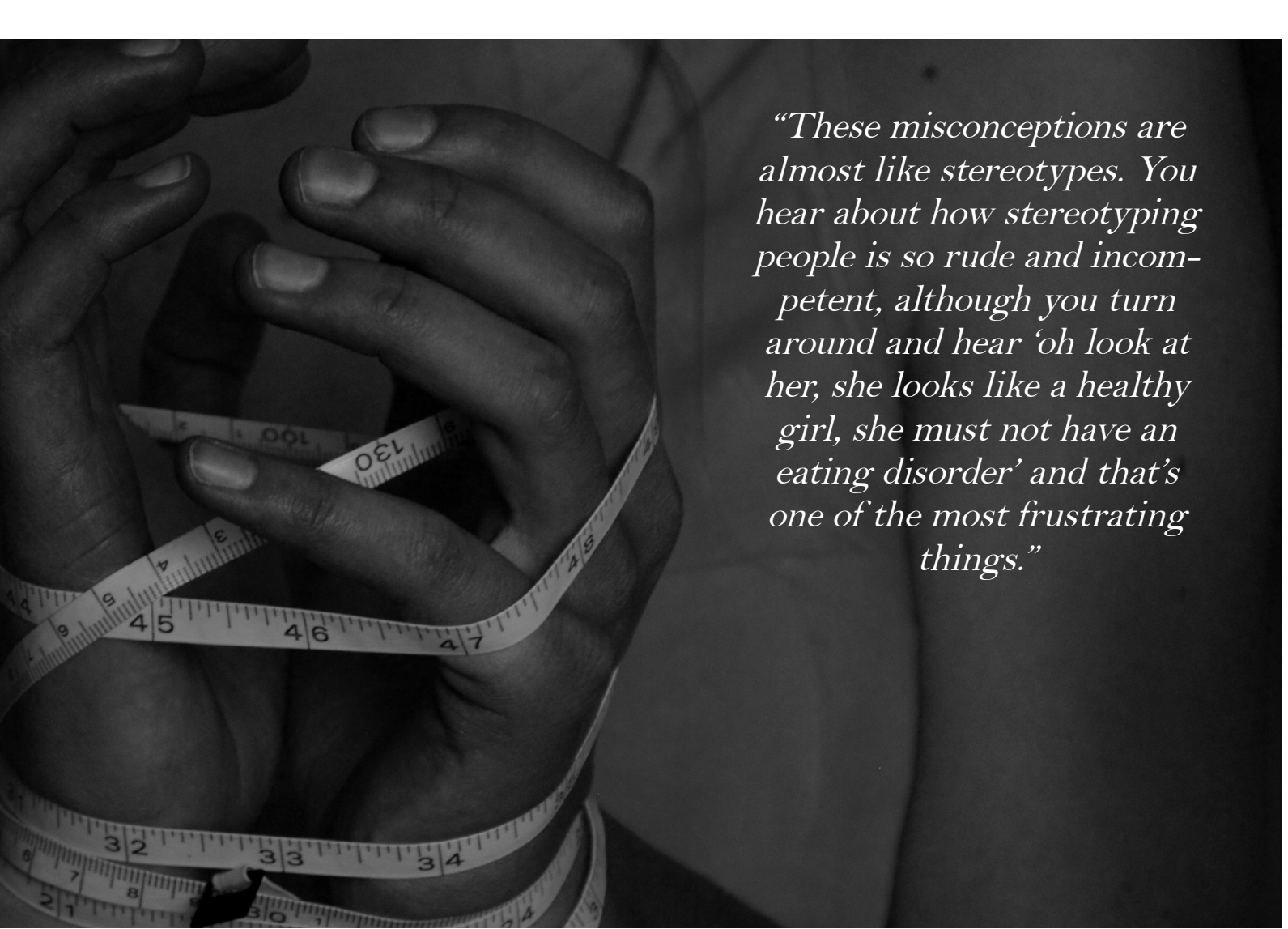
from your “alternative personality.”

“The majority of the time, people who have eating disorders see themselves very differently than how other people see them. Many people also compare themselves to others whether those other people have an eating disorder as well or not. Sometimes people with an eating disorder want to fit a certain mold or fit in and look like other people, or think changing how they look will make other people like them or make them happier, and other times people just want to see themselves in a way that they are okay with. Sometimes engaging in eating disorder behaviors can be a coping mechanism for dealing with other difficult situations around them or an underlying problem,” says Annie.

People are just never going to be able to fathom the circumstances, unless they experience them. It’s not about striving for attention, or wanting to make themselves seem vulnerable.

“I believe that one of the most damaging misconceptions is that eating disorders are a choice and that individuals can just stop if they really wanted. Unfortunately, individuals struggling with eating disorders can not simply choose to stop any more than another individual could choose to not be anxious,” says Melissa Garvey, a social worker who works in affiliation with Better Self Better Life P.L.L.C. who has worked with both adolescents and adults that have





“These misconceptions are almost like stereotypes. You hear about how stereotyping people is so rude and incompetent, although you turn around and hear ‘oh look at her, she looks like a healthy girl, she must not have an eating disorder’ and that’s one of the most frustrating things.”

dealt with eating disorders. “This type of thinking often leads to shaming individuals into thinking they are at fault for their illness and undeserving of our support and compassion,” says Garvey.

Most of the time, the people who have eating disorders don’t even perceive themselves as others see them. It’s like when they see their reflection, they are looking at a whole different person than what a family member or companion sees.

“I was constantly counting calories and examining myself in the mirror. I perceived myself as fat when in reality I was losing weight so rapidly that my health and mental state were in jeopardy,” says Dirksmeier.


“I think it’s more of a misunderstanding about eating disorders. People kind of generalize eating disorders into one stereotypical person, which is a girl who has anorexia. Yes, that is definitely an eating disorder that millions of women struggle with every day. One last problem with misconceptions is that people think there is only one type of body type that can have an eating disorder, which is the completely wrong way to look at it. Eating disorders come in ANY shape and size. It does NOT discriminate. Personally, the misconceptions I hear every day make me feel as if my eating disorder isn’t valid because I don’t fit the certain ‘stereotype,’” says Ivana Bailey, who has been dealing with bulimia for eight years now.

It’s hard to comprehend that people would assume someone like Bailey does not have a certain mental disorder due to the fact that she doesn’t fit the stereotypical appearance associated with the term “eating disorders”.

Another prominent generalization that people make is that eating disorders are only experienced by the female population, when in reality a study conducted in the US by the NEDA (National Eating Disorder Association) called Get the Facts on Eating Disorders showed that 10 million men will suffer from a clinically significant eating disorder throughout their lifetime.

“Most people associate eating disorders with women because of all the publicity that is portrayed in the media about women meeting these certain standards of the ‘perfect body’ although men are held to the same standards,” says Matthew Ranson, who has been dealing with anorexia for the past six years.

There has been, and always will be, a body type that is perceived as the “perfect body type.” A certain standard that our society is held to, there will always be a worry associated with weight and appearance.

“Recognizing that and being cognizant of everyone’s personal struggle, while realizing that everyone is different and therefore their experiences are different, is one of the most important things I think people can do to help people with past or present eating disorders,” says Pelletier-Murrill. 

Katie Schmitt

How Much Freedom Should You Have?

Lydia Concannon

'Where are you?' 'Who are you with?' 'What are you doing?' These are all questions most teenagers have been asked by their parents more than once. As students begin to enter high school, they expect more freedom with their parents and their decision making—but this freedom comes with a price.

Most teenagers are dependent on their parents throughout their lives. However, when they reach high school they are introduced to a new level of freedom that comes with being older. From being able to stay out later, to not having to be driven around by your parents all the time, high school students can begin to do things independently. This freedom that comes with independence can be addicting to some people. "I feel like I have a solid amount of freedom but there are always limitations that I don't always agree with which can be annoying," says Emma Sassaman ('17).

Although most students would agree that their parents are too controlling and don't give them enough freedom, some high schoolers are given too much freedom. "I feel like my parents give me a ton of freedom. It's nice getting to do what I want but at the same time I also feel like I shouldn't be given as much freedom as I am," says Jack MacDonald ('17). "I think I have plenty of freedom. I can really go where I want to without telling my parents as long as I come home eventually and unharmed," adds Eric Shi ('16).

To high schoolers and most kids in general, a lot of freedom sounds like a blessing, but too much freedom often causes more harm than good. Allowing kids to be able to do what they want all the time has actually shown to have negative impacts on their development. "Left to their own devices, how many kids do you know who will choose to eat a healthy meal over devouring dessert for dinner? How many do you know who would choose to do homework rather than indulge in video games? How many do you know who would voluntarily say 'it's time for me to go to sleep?'" Said Linda Sapadin, a psychologist who focuses on patterns of behavior, in an article on Psychcentral.

On the other hand, many kids are not given enough freedom from their parents. They are restricted from doing what teenagers perceive as basic things, such as getting a later curfew, or hanging out at a party. Some are even tracked through a popular app called Find My iPhone, in which parents can track the whereabouts of their kids through the GPS in their phone.

Technology has played a large role in allowing parents to know what their children are up to. Heather Healy, an economics teacher at ORHS and mother of two teenagers, states, "I think kids are watched way more now than they were when I

was growing up. Technology kind of puts it out there to allow [parents] to do that." Parents have way more access to their children's lives nowadays. "I think because of technology parents can so easily contact their kids now whereas when I was a kid I could be gone for hours and my parents had no way of finding me," says Eliot Moore, ORHS librarian and mother of three.

Whether it be too much, or too little freedom, high school students always seem to have trouble finding a balance with their parents. After conducting a recent Twitter poll on my account, 40% of the participants thought that they weren't given enough freedom while 15% agreed they had too much freedom. However, 45% of students thought that they were given just enough freedom.


Even though every parent is different, most parents are willing to give their children more freedom if they trust them and know where they are. Some students do not have a good level of trust with their parents, which is what can cause a lack of freedom. "I think it's all about that. If there is communication then trust can exist," says Healy.

If you are a student and you feel like your parents don't trust you enough, the easiest thing to do about it is talk to them. If your parents feel like they can trust you and you reasonably explain to them why you want more freedom, they will give it to you.

"Too much freedom can be a bad thing because teenagers can start getting into drugs and end up screwing up their life because of how much freedom they were given...[my parents] want me to stay safe and not do anything that could [negatively] impact my life," says Erin McDonough ('17).

When parents don't allow you to do simple tasks it can be frustrating to most kids. They want to feel as though they are trusted by their parents and the only way for them to prove this is to be given freedom.

No parent wants to be known as the "helicopter parent", but they also don't want to have something bad happen to you if they let you do whatever you want. "I feel like if you don't have that balance between too much or too little freedom then that's when things start to awry,"

Freedom can be a good and a bad thing. When it comes to freedom there needs to be a balance between too much and too little. "I think that if you're responsible enough, there is no such thing as too much freedom," says Victoria Madore ('17). "I think parents and kids should work together to find a comfortable place where the child can explore and be independent and develop that independent character that they need and have the freedom to make mistakes in a safe place," adds Madore. 

too much freedom

15%

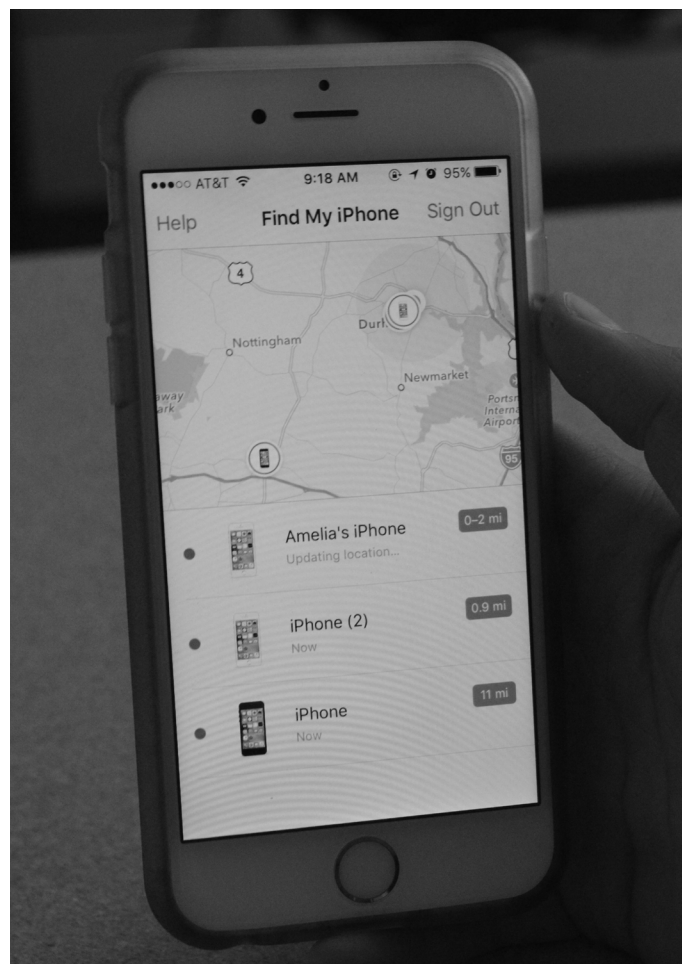
just enough freedom

45%

not enough freedom ✓

40%

20 votes • Final results



P R E S S U R E

Isabelle Todd



It's a Friday afternoon and his car smells like the evergreen car freshener that hangs from the rearview mirror. She looks up at it wobbling back and forth as they drive down the bumpy back road. The radio is on luckily, but is still soft enough where there is still an awkward silence that sits in the late fall air. She looks down at her phone even though she has no notifications. Her leg is subtly shaking from nerves and he places his hand on her small thigh and his fingers warm her leg through her thin leggings. For a moment they stay like this. But then she crosses her legs and he removes his hand and turns up the radio for the remainder of the car ride. When he puts the car in park he looks over to her and for some reason her first reaction is to open the door. He smiles at her and explains that it's too cold to go outside. He's turned toward her now, his neck is reached back and his head rests on the window, chin held high. Now he won't stop looking at her. She feels his eyes burning over her skin. He is admiring her dewy complexion and shiny hair, but in her mind he's finding every imperfection about her. So it's no surprise that when he leans in she doesn't say no, she doesn't say anything. She is nervous and terrified and she is just trying to go along with it. His hand is warm on her cold back and her head is clouded.. She is thinking,

"If I don't do this what will happen?"

High school: a time when relationships suddenly become a part of the social acceptance so many high schoolers strive to feel. These new relationships can often be daunting and new, and it is a common situation for girls to feel pressured into doing certain sexual acts because they are fearful that if they don't, they will be viewed in a unlikeable way. Even though this issue isn't only happening at Oyster River, after talking to girls of all ages range at ORHS it is clear these instances happen often.

I have chosen to write this article strictly from one side of an extremely multi-layered issue. This article is solely from the perspective of a high school girl being pressured into doing certain sexual acts by a male. As I wrote this article I struggled because in no way do I think this is a one-sided story. I understand that girls have pressured guys into things, or girls have pressured other girls into things or that some girls have chosen for themselves to be sexually active and that they have never felt pressured. There are a million situations pertaining to this subject and I happened to write this article on only one small part of a complex story of societal pressures that oc-

cur in high schools today. I have only interviewed Oyster River girls for this article, most of which wished to stay anonymous. The school administration asked that I change all names of students who felt comfortable being named, which I have done. I wanted to write about a subject that I have noticed seems to go unaware. Certainly there is a discomfort that can come with this subject, but this uncomfortableness is not a reason to not talk about the issue. Below you will read a series of responses I received from some of the female student body at ORHS when I asked if they had ever been in a situation where they felt pressured to do something they didn't necessarily want to do.

"I lost my virginity when I was 14 to a senior. I was horrified in the moment, my mind was racing between the fact that I knew I didn't want to do it in this moment and the idea that he would tell everyone if I said no and I would be an embarrassment in school. For some reason not wanting to be socially embarrassed overpowered my personal morals and it's something I regret knowing. It was a stupid decision based purely off fear of what might be said about me."

"I definitely know the feeling of being pressured to do something because it's happened on several occasions, over social media as well as in person. No matter how many times you tell a guy no, they will keep trying to persuade you and tell you that it's not a big deal, but as soon as a girl shows any sign of not being interested or not wanting to, boys need to understand that means stop. As many times as you say no they just keep trying and that puts you in a very uncomfortable situation. A particular situation I can remember is hanging out with an older guy and he tried to convince me to do things I didn't want to do, and since I was able to stand my ground and leave the situation he then made up rumors about me. He called me a slut, which was pretty ironic since I didn't actually do anything with him. It's very hard to face these pressures because no matter what you do, you will get labeled negatively in some way."

"I wanted to go to a party and the only way I was allowed to go was if I'd sleep with this guy. I never intended on actually hooking up with him but I just told him that so I could go. Even though I barely knew him, I did it because the whole night he made me feel wanted for the first time. It made me feel good about myself afterwards, too, because he told me he really liked me and coaxed me into liking him back. After five abusive months of being together, I realized that he didn't like me one bit, he just wanted to use me for his own needs. I thought the whole time that he truly liked me for who I was, but he just did to me what boys do to girls all the time, which just isn't fair at all."

"I 've been in the situation of someone trying to force me to do something sexual that I was not comfortable with. I definitely stayed in that situation longer than I should've since all I could think inside was, if I don't do this then maybe this person won't like me (even though I should have known that this person was a bad person who I shouldn't have feelings for if they were trying to get me to do something I wasn't comfortable with). It honestly makes me sick to think about how this person called me 'prude' and physically wouldn't allow me to leave until they got what they wanted. This being said, after a little while of trying to deal with my inner turmoil, I ended up just quickly grabbing my stuff and leaving. I remember that I cried all the way home because not only had it been such a scary situation, I also felt as though kids in my age range had lost their sense of innocence that I had come to know and love."

“I have felt pressured to do things I didn't necessarily want to in a past relationship but felt I would be less liked by the person if not doing so, which was true. Sometimes it feels uncomfortable or hard to say you changed your mind about something you once said you did want to do, so you don't say anything at all.”

“I know many people who have been in uncomfortable situations and I know I have been in some myself. For example, I know a friend of someone who had liked someone and had been texting and hanging out with them. They really started to like them, and when they were asked to do certain things, they felt as if they weren't comfortable or ready, but ending up doing it anyways because of the way that they were pressured.”

“I think when my relationship was in a rough patch (i.e., my significant other wasn't respecting me and was cheating on me) I did whatever they wanted because I thought it would save my relationship. I felt pressured by my significant other to please them even when I really didn't want to, or wasn't comfortable doing so in the situation. I think I lost a lot of respect from people because they thought I knew I was being played and that I was okay with it. Only by standing up for myself and taking a break from the situation that I felt disrespected and violated in, did I regain respect and friends who cared about my best interest, which, ultimately brings me to the much better situation I am in today.”

“I know someone who felt like she needed to pursue something with a guy. She met up with him and after she got home she said she felt guilt, but despite her feeling uncomfortable at the time she felt she needed to be a certain way with this guy because if not she'd be isolated for being a 'prude.' It's been a couple years and I know she now has a lot of regret.”

“I know several people that lost their virginity in 8th grade or freshman year because they felt like they had to. One of my friends said she did it because she thought he was going to leave her if she didn't.”

“It's fun at first, the attention and the way blood rushes to your face and butterflies fill your stomach when you get complimented by someone who is older and cooler than you. You feel wanted and mature. But then quickly the butterflies fade and you're alone with him and have him telling you to do something you don't want to do and the idea of saying no in this situation is more frightening than just doing what they want.”

“I was really young when I lost my virginity. It's always made up to be this big deal and I thought I would be able to shrug it off, and that I was cool for having lost it when I was so young. Looking back at the situation I get upset with myself. I think of myself now as someone who is confident in their body and sure of themselves, but a few years ago I [was] just an insecure, attention-seeking girl who would do anything to be 'cool.' It didn't make me cool and it certainly didn't make me feel good or confident, just took away the last little bit of innocence I had. I remember him driving me home, and we sat in complete silence all the way and I felt nauseous thinking about what I had just done.”

It is exciting to be sought out and complimented by someone, especially when you've never felt like you were attractive before. High school is commonly a breeding ground of insecurity among girls and a perfect temporary solution to hating their appearance is giving into an act that doesn't always respect their body or personal beliefs.

"I know that girls who are 15 or 16 are very vulnerable and full of emotions and they normally don't know how to express them healthily. They start getting attention from guys about their bodies or how they look and girls love this new attention and don't really think beyond the fact that this guy just thinks I'm pretty and wants to get to know me better. They don't think about the fact that this guy probably just wants to use her body and pleasure himself with it," says Sarah Thomas.

Thomas continues by saying, "Some girls don't really care if they are being used but other girls will pick up on the fact and probably be pretty nervous or scared about it because she is so innocent. She's scared that if she tells this guy that she doesn't want to have sex with him that he will just move on to the next."

In addition, some girls may think that once one of their friends has lost her virginity, suddenly she feels the pressure to do the same. You don't want to be seen as a prude to boys or uncool to girls or your friends. So when you're in a situation and your heart is racing, the thing you think of is what other people are going to think not what you think.

One student, Clare Raymond, goes on to say, "Girls have such a tendency to 'one up' other girls. That being said, everything is a competition. From appearance, to friends, and especially between boys. Girls feel that they need to show boys that they are not 'prude' or that they are more desirable than other girls. The most prominent way that is shown is through what girls are willing to do with boys sexually, especially underclassman. They feel as if they are competing against everyone in the school and that they need to [show] some sort of dominance over girls that are older. Sometimes it's not even the boys that are pressuring girls to act this way, or do certain things with them. It is the idea of competition that drives girls to do things that they shouldn't be doing at such a young age."

So what are the ramifications of these situations? What if you decide to do things you might not feel comfortable doing? And what if you say no?

For the most part there are two labels. If you tell them they are moving too fast and that you aren't necessarily ready for what they want to do at the moment you will generally be labeled as a 'prude,' which is a label that will stick, and you will be known by the general student body as

someone who "won't put out."

"It is actually really common to hear girls commenting on the actions of other girls. 'She won't put out, that's why he is going to leave her,'" says Allison Turner.

And if you do give in to the pressure and do as he wants? You risk being called a 'whore' or 'slut' because you did a sexual act with someone you may not even be dating. It is a total double standard, one that leaves many girls reeling about their decisions and how their peers will perceive them.

"If you don't do what people want you to do then you get called 'prude,' and can be chastised by your peers with other slanderous words, yet, if you do what you're being pressured to do you can also risk being called an 'idiot' or in the case of sexual acts, a 'whore,'" says Samantha Smith.

At such a young age girls are put into situations frequently where they feel they have no way out.

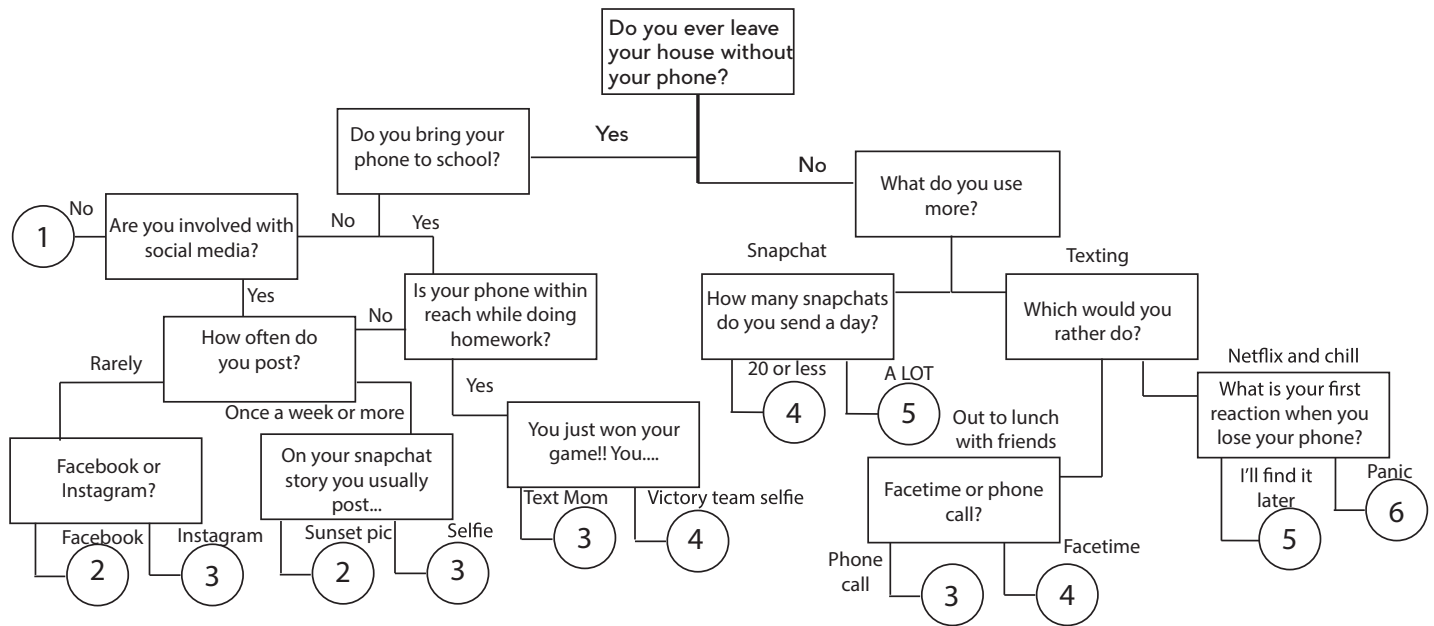
"I think Oyster River is very judgmental toward girls when it comes to how sexual they are or aren't. If you don't have sex and hookup with guys you are 'prude' and if you do you're a 'slut'. There is really nothing you can do to avoid these labels. Personally, I've been labeled both ways and a lot of times there is no true reason behind it and people just throw these words and labels around like they are nothing. I think there is pressure on girls to lose their virginity once they get into high school and if you are 'prude' and won't do that I think you are looked at negatively by boys in the school but not so much by other girls," says Ava Peterson.

Peterson continues, saying, "I think in a lot of cases people do or don't do things because they are scared of others' opinions and how they will be judged. I think that is very unhealthy that there are pressures from peers when it comes to this topic. Sex is supposed to be a very personal thing but in high school everyone seems to know everything about each person's sex life and has an opinion on it."

When I asked upperclassman what their feelings were on the way they gave in to pressure and how they felt they would go about it now, most said they have regrets to this day, and that giving in and disrespecting their personal morals wasn't worth the stress because in the end they would have been labeled with some sort of term that described their sex life even though it wasn't true.

"Personally I have felt that pressure and I think that's why I feel the way I do now. When I was younger I felt it a lot more just so that older people would like me. I think to a lot of underclassmen they feel they can't be labeled 'prude' or they won't be liked so then they do things they wouldn't normally do. Now being older I understand even if I feel that pressure I shouldn't let it bother me because I should try to just follow my own values and not concern myself with the judgements of others," says Brooke Arnett. **M**

Are You Addicted?



1

Good job! You are not addicted to your cell phone! You use it when you need but aren't wrapped up in social media, keep up the good work.

2

You use your phone a good amount, you are able to disconnect when you want but also check social media if you feel like it

3

You fall right in the middle, you don't overuse your phone but use it a fair amount. This is a good place to be, but be careful not to get wrapped up.

4

You are close to becoming addicted but not there yet, be consious of your phone time and disconnect once in a while.

5

You use your phone and social media a lot but you haven't lost interest of face to face communication. Set a no-phone time foryou and friends text time you hang-out

6

You are addicted to your phone! Find something to do with friends and shut off your phone for a few hours. Focus on face-to-face communication and get back on track.

"Nowadays phones are like an extension of our bodies. It's always in our hand or back pocket, and never out of sight. You can find anything and everything on our phones, and it's such an easy way to communicate because everyone has a phone," says Lexi Nicol ('16).

Welcome to the 21st century, where online appearance is everything. Between Instagram, Twitter, Facebook, Snapchat and several other sources of social media, you are never out of reach, always one click away from being connected. Trying to get a simple homework assignment done takes twice as long as it should with the constant distraction of notifications popping up on your phone every few minutes. Why can't we put our phones down and focus? Are we addicted to them?

"I do think teens are addicted to their phones. There are times people don't do homework because they spend too much time on their phones and can't put them down," says Anson Thibault ('17), one of the few people at ORHS who does not have a smartphone.

A typical day at ORHS for me is waking up with an alarm on my phone, checking any messages I may have missed while I was sleeping and then getting up and ready for the day. When I get to school and take my seat in the first class of the day, sometimes I check my phone

as people are coming into class. Then as the classes drag on and I lose motivation to pay attention, the urge to check my phone becomes stronger. And once finally at home or after practice I get to lay down and relax while flipping through memes on Instagram.

When you're waiting for a friend in the halls, the cores or the lunch room, you'll probably grab your phone to seem busy and avoid awkward eye contact with passing students. But what are we actually doing on our phones? Checking snapchat stories and World Star videos of 30 second fights on Twitter?

I admit I do this too, and it's a hard habit to break. Even if I wanted to disconnect, that would allow opportunity for missed details. Most spring sport teams have been introduced to TeamSnap which allows your coach to send instant updates to all members of your team. I can't leave my phone at home --- what if practice is changed? Or even Facebook, which some would say is outdated, is a necessity in everyday updates. Maybe you're on a sports or club page and someone sends an update that way.

Although some view this technology as improvement, when our parents were growing up, their parents didn't have the "Track my iPhone" app, and they couldn't send texts every 5 minutes on updates about where they were

and if everything was okay.


"Right now, it's mainly social media: Snapchat, Instagram, whatever. And I think that's so popular because those apps give us instant gratification- in just a split second, we can share our lives with hundreds of people. Not that there isn't validity in wanting to stay in touch with our friends --- that too is a wonderful tool. But in just seconds, we can also load a Ted Talk, an article, or have access to hundreds of opinions on an issue. For me, it's about moderation. I think it starts to become a problem when we start replacing human connection and dialogue for our screens," says Abby Colby ('15).

At any given day, if you are to walk around the lunch room you will see at most tables more than half of the kids are on their phones or have it in their hands. Out of 15 tables, at about six tables everyone is on their phone, at five about half of the people are on their phones and at four no one is on their phone. The lack of face to face communication is growing and social media accounts are multiplying. The desire to update your profile or check your news feed is becoming more important than eye contact and human communication. We can all remember a time we were trying to talk to someone or ask a simple question and there was a 30 second pause before a simple response because their attention was focused on a screen. Annoying right?

A recently surfaced term, Nomophobia, is the fear of being out of mobile contact, something that people who overuse their phone can adapt. Side effects include anxiety, trembling, disorientation, low self-esteem and several other emotional changes.

"Phones are definitely overused and people depend too heavily on them. Instead of going out and meeting new people, we can sign in and find someone who's states away to talk to. I feel like over the years this has kind of chipped away at our social skills. I think that kids should learn to depend less on their phones, and more on real world connections," says Jae Fletcher ('18).

I posted a survey on Twitter for people at ORHS to take and here are some of the results. Out of the 30 people who took the survey, 46% said they use their phone only 2-4 hours a day and 13.2% admitted to using it 8 or more hours a day. 56.7% said they check their phone between and during every class and no one said they never check it during the day. The two most popular uses were Snapchat with 43% and texting with 40% and only 40% admitted they think they are addicted to their phones.

It's hard to say whether smartphones are helping us or damaging our ability to connect with other people, we all know it's an issue but no one's trying to change it. Every now and then, take time to power down your phone and who knows? You might even have fun. 



Betsy Larson

IS THE EXPERIENCE WORTH THE COST?

NEVILLE CAULFIELD



PHOTO CREDITS: JANE ROBINSON

I pushed myself way out of my comfort zone: climbing huge faces of rock in South Africa, living out of a backpack and without my phone for three months, using international ATMs, having some extremely close calls with wild hippos and elephants, and having to do homework in 111°F heat. All of this was worth it, three times over,” said Jane Robinson (‘17).

For ages, traveling abroad has been a test of responsibility, individualism, and maturity. For most, this experience of travel and immersing oneself in a new culture spearheads an interest and love for the outdoors and seeing the world, and volunteering, but at what cost? As the experiences become more and more extravagant, so does the price. For many parents with adventurous kids begging at their feet, they are left with one question: Is the value of the experience worth the value subtracted from their bank account?

As decades pass, kids begin to par-

take in activities at a younger ages. This trend can be seen in choices of clothing, high intensity athletics, amount of time spent outside, and time spent in front of a screen. Although many of these things have negative connotations on the youth of this generation, this quickly maturing population is simultaneously proving themselves and their individuality by getting part-time jobs, earning their licenses, and travelling abroad. “I wanted to see more of the earth, and I wanted to expand my perspective and broaden the scope of my experiences in general. Durham is nice, but it is a very, very small town in a very, very big world,” said Kobi Hackenburg (‘16), who traveled abroad to Vietnam and Cambodia for a month in the summer before his senior year at ORHS.

“Going abroad in high school and just traveling in general is a great way to expand your horizons and see things from another perspective,” said Jenna Howland (‘16), who has traveled to many dif-

ferent continents with her family. Many high schools offer opportunities to travel during the school year with specific classes, most often over winter or spring break. This past April break, the ORHS Spanish department hosted a trip to Costa Rica for Spanish students to experience the language in a new light. “It taught me that I could get by in a Spanish-speaking country. I would probably struggle a bit but it still made me realize how my Spanish is better than I thought. It gave me more confidence speaking Spanish overall,” said Lydia Hoffman (18’), who was one of many students who went on the trip. “I have seen really shy kids come right out of their shell, and all of a sudden they are ordering food or buying something at a store or talking to people, and they come back and say how they feel that they have grown immensely,” said Ms. Beaton, Spanish teacher at ORHS and supervisor of the recent trip to Costa Rica, and a similar trip to Spain two years ago.



When searching for a summer abroad program, most interested students and parents start by finding a good organization. There is a range of options: companies such as Rustic Pathways, Overland Adventures, and NOLS offer programs across the globe primarily for adventure as well as service. While other organizations such as Projects Abroad and National Geographic offer a more career-focused experience, where-in kids are able to practice a skill in the field that they may focus on in college or wherever they may go.

Walker Davey, a freshman at Groton High School in Massachusetts, decided to partake in a nine day excursion to Costa Rica. The program was entitled “Surf and Service”, and that’s just what he got. “What attracted me to this program was the element of not just being a community service trip. They made sure that there was fun along the way,” said Davey. “I made some great friends, learned how to be a more collaborative team player, how to surf, and I learned that there was a side of myself that I had not discovered before. All in all, it truly was a fantastic trip. I wish I could do it again,” he concluded.

Robinson took a different approach, opting to take travel abroad for an entire semester. In the fall of her junior year she traveled to Southern Africa with an organization called The Traveling School. “I went to Zambia, Botswana, Namibia, and South Africa, camping for

90% of the time. We took classes taught by our teachers who traveled with us that gave high school credit. One of the school’s beliefs is in experiential learning, that you learn by doing, so a visit to a museum could count as a history class, and a visit to a cheetah preserve as science,” said Robinson.

Service, leadership, career training, adventure; it sounds like there is no reason why everyone wouldn’t go. Unfortunately, although most of the best things in life don’t have a price tag, traveling does. To pay for the trip leaders, housing, excursions, and food, most programs stack up to be at least a few thousand dollars for two weeks, and that doesn’t even include airfare. “I paid for half of the program I went on, and my parents agreed to pay the other half,” said Hackenburg. There are also scholarships available through most organizations if the trip would not be possible without some financial help.

“I look at this sort of thing as a once in a lifetime opportunity. I got to meet new people, eat some local authentic food, see the land of Costa Rica, help start build a village, and I learned to surf. That’s A LOT. Therefore, I’d say it was definitely worth it to do, and also worth the money,” said Davey. With a high price for the experience of a lifetime, many kids spend the previous summer working, or get a part-time job for the school year to be able to go. “I had to work the summer before to raise

my money, and I spent it all on the trip, but it was totally worth it. I think in general it’s a personal choice (and depends on a lot of other factors), but for me it was absolutely worth the money,” said Hackenburg.

With most students already having a full plate of academics, athletics, hobbies, and friends, it’s hard to cut out time for just a two-week experience, not matter how amazing those two weeks may be. “There are obviously ways to travel more cheaply on your own, like WWOOF (Willing Workers on Organic Farms), staying in hostels, or staying with family or friends, but you might not get to experience as many different aspects of a country as you would in a program,” suggests Robinson. The balance of whether or not the value is worth the cost is ultimately up to whomever is paying for the program, but it is always a hard decision to make. Although summer is almost upon us, it is not too late to sign up to travel in the coming months, and it is never too early to start researching if a program like this sounds like something that would benefit you. “[The program I did] impacted me in a big way and made me realize how small I am in the world, but I think that’s something everyone needs to learn,” said Steph Schiavo (‘16). “We live in a really privileged community and sometimes I think people don’t understand how big the world is.” **M**



Ms. Carr: SST's New Assistant Principal



Katie Schmitt

“I’m excited to have bigger responsibilities in the school and be able to affect more kids. I think that’s what’s so exciting about it for me,” says Pamela Carr, Oyster River High School computer science teacher.

After 11 years of teaching computer science at ORHS, Carr has decided to accept the position of assistant principal at the Seacoast School of Technology. The Seacoast School of Technology, or SST, is located in Exeter, New Hampshire and serves many of the seacoast towns in New Hampshire. SST is a regional career and technical center that is currently providing 13 different programs to students.

Not only has Carr taught here at ORHS, but her 22 year-long teaching span has consisted of Merrimack High School, New Market High School, Hampton Academy Junior High School. Carr has also been an adjunct instructor at Great Bay Community College, Hesser College, and Plymouth State University. She is currently teaching a graduate class at Plymouth State University called Learning Resource Centers and Services.

“I’ve been looking to change into administration, it’s been something I’ve been thinking about for a few years. This seems like a perfect fit for me. So much of what they do there is what I do in my classroom but on a larger scale,” says Carr.

The transition will be more significant than changing a teaching position, due to the fact that Carr will be experiencing both a change in authority on the teaching level, as well as a completely different learning dynamic than here at ORHS.

SST is a regional career and technical center that is currently providing 13 different programs to students. The school replicates real life jobs and activities to further prepare students with their lives following high school graduation. SST encourages hands-on learning and immersion in activities that simulate workplace environments.

“I’m excited because I’ll get to be assistant principal so I’ll get to touch base with lots of kids in that way rather than just my little classroom. It will be different because I’m not one-on-one with kids teaching them, It will be more of an oversight of the building.

So I’ll be working closely with the principal, making sure that everything is going smoothly at the school. I’ll be working with teachers, with their curriculum, I’ll be in the classrooms observing what’s happening, I’ll be working with kids when they need extra help, or if they’re in trouble, those are the kinds of things I’ll be dealing with,” comments Carr.

“Mrs. Carr is always there to help you. She never lets you go having questions about the topic you are working on,” said Anson Thibault (‘17), a student in Carr’s advisory.

Carr’s current position at ORHS has allowed her to

really connect with students. Computer science courses are required classes that must be taken throughout a student’s high school career. Given that, Carr’s class is usually a diverse mix of both underclassman and upperclassmen. With Carr being the only computer science teacher here at ORHS, she has the opportunity to teach every student in at least one of her classes.

“Ms. Carr is one of my favorite teachers; she has been exceedingly helpful in all of the classes I’ve taken with her. The main thing I’ve learned with Ms. Carr is keep trying and don’t give up. If one thing doesn’t work try a different way. I will remember the little acts of kindness like asking how your day was or just checking in with you,” says Nathan Limric (‘17).


Carr was one of the significant contributors to ORHS new ‘hack shack,’ an addition to ORHS that provides students with access to advanced technology such as a 3D printer, programmable robots with varying addons, a sewing machine, Legos, fabric, a silhouette paper cutter, and, one of the most popular attractions, a green screen. Carr, along with ORHS librarian Kathy Pearce, and the advanced IT services established these new accessibilities to allow students to come and get their hands on some of the most current technology available.

“In many ways she is the tech program here at ORHS so it’s hard to even imagine it without her. The whole hack shack and the grant that we got to do the 3D printer was mostly her doing, it’s added to much for students that are interested in technology, who didn’t really have a place to do that kind of stuff,” says ORHS librarian Cathy Pearce who has co-worked with Carr to establish the new hack shack. “

Carr is always willing to present information in a unique way. She is very good at connecting with students, and providing them with information to the best of her ability.

“She [Carr] has always been able to answer my questions in a way where I end up learning something new. She taught me how to program and how to teach people in a fun, interesting way,” says member of the hack shack blog, Coleman Moore (‘18).

Carr has also been an advisor for the National Honors Society at ORHS. Both Carr and Celeste Best, ORHS science teacher, have devoted much of their time to help students achieve the title as a member of the National Honors Society.

“It’s hard to think about leaving here, because I love it here so much. The kids here are amazing, but I’ve learned a lot about myself being a teacher here. From day one I knew it was a special place. I walked in on day one and I was like ‘woah this place is much different from any place I’ve ever taught before’ and I loved that about it.” says Carr. 

Among Angels

A celebration of the life of Martin Brewer

I was a timid, early year sophomore, gliding through the hallways when I first saw Mr. Brewer. He was just a stranger, having a conversation with another teacher; I slowed my pace and checked my phone so I could listen to his entrancing accent. Just from the way he walked, I could tell he was insightful, charismatic and knowledgeable. My peers would tell me, “you NEED to take British Literature, Mr. Brewer is a spectacular teacher!” On my first day of British Literature with him, his unfathomable passion and love for his class and the material he taught was evident through the way he discussed the year’s syllabus with a beaming smile and bright eyes.

Martin John Brewer was born on January 18th 1963 in Worthing, West Sussex, United Kingdom. He attended Littlehampton Community School and Ulster University in Coleraine, Northern Ireland. He arrived in the United States in the mid 1990’s, and he became an English teacher and girl’s soccer coach at St. Thomas Aquinas High School. He was referred to Oyster River High School in 1995 and worked here first as a coach for the boy’s soccer team and a part time English teacher, and was then hired as a full time teacher. Sadly, Brewer passed away due to complications from brain cancer on October 7th, 2015. He and his fervor for teaching and incredible ardor towards life is dearly missed by his students, friends and family.

“I will say that Martin was almost born carrying a book! He read at a very early age, and when we visited his beloved Nan in Worthing, we always read on the train. He won a prize in an essay writing competition sponsored by Barclays Bank when he was at school, who were delighted as they received money for their library.

He was told that they would be pleased to have him on their staff when he graduated, but that was never going to happen! It was always going to be acting or teaching,” recalled Gillian Pile, Brewer’s mother. “[He had] a great performance as Edward in *The Barretts* of Wimpole Street whilst at the Littlehampton School, and Horatio in *Hamlet* when at University in Coleraine. I would think that it was there that his great love of Shakespeare blossomed.”

Brewer also had a love for soccer and coaching. He came to ORHS to coach the boy’s soccer team in 1995. Norman Heine, father of Grace and Grant Heine, had the opportunity to play soccer with Brewer in a 1997 men’s summer soccer league that took home the championship trophy. “Martin was the goalie for that team and I always remembered him as the Englishman with the loud voice that controlled the defense. At that point I had played summer soccer with Martin for a couple of years and considered him a friend,” described Heine. “Time passed and the kids grew up and ended up in the high school where Martin was Grace’s advisory teacher. At an ORHS open house, Martin and I reconnected 16 years after our state championship year. The championship trophy remains in my house and I will always remember Martin for the soccer player I knew and the teacher and mentor who became part of my kids’ lives.” Brewer coached the ORHS boy’s soccer team for 5 years.

John Monahan is an English teacher at ORHS, and was friends with Brewer for 16 years. “I came to ORHS in 2000, and I met him as being part of the English Department, and we became fast friends,” he explained. “He was a man of very strong opinion, but he always wanted to be positive, and that was something that I was



always in great admiration and awe of him, just being able to see things as this constant adventure.”

Although Brewer taught demanding courses, he still had a huge number of kids sign up to take them. Kinley Guerino ('16) had Brewer for 3 years, starting with a freshman study hall, then Shakespeare, Expository Writing and British Literature 2. “I loved him because he was so innately human. He was sarcastic, teasing, and genuinely enjoyed having conversation with his students. It didn't matter what class of his you were in, you always wanted to be there because he was so engaging. You never knew what he was going to say, who he was going to tease, or what Kate Bush video it would be on any given day but you knew it would be fun,” she recalled.

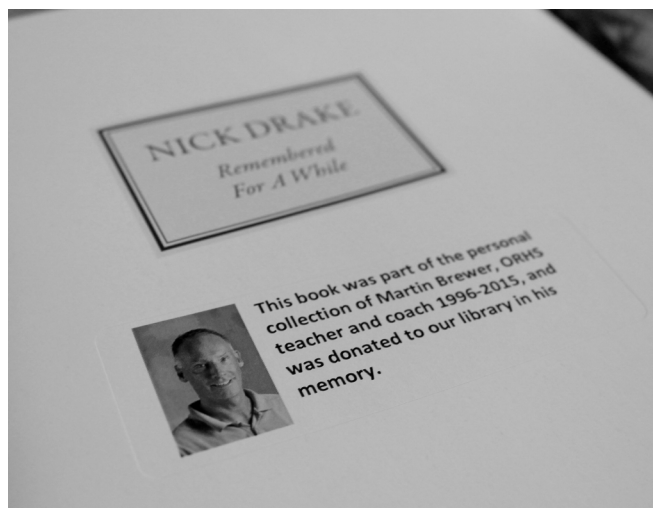
“I remember we had to choose a book for our position paper and I was really interested in the book *Train Spotting*, which is about heroin addicts. He was ecstatic about this choice. [My peers] had no idea why I would be reading this for school and asked immediately who my teacher was,” explained Guerino. “As soon as I said it was Mr. Brewer, everyone just understood. He didn't want any student to be limited by what is conventional, and he sat down with me and explained to me every bit of inappropriate Scottish slang in that book.”

Unfortunately, Guerino was not able to have Brewer as her English teacher for her senior year to take the last other class that he offered. “He was born to be a teacher. He used his adventures and his passions to unearth the same in his students and I will be eternally grateful for the honor of being his student.”

Fiona Grove ('17) took British Literature with Mr. Brewer her sophomore year, and was in ORHS' Literature Magazine, a club with Brewer ran. “Before I met him, my brother Keenan told me his lessons were planned well. There was no way to deny this was true as there was a purpose to everything we did in class. There was never one thing we did that didn't have a bigger meaning,” she explained. “There was always a discussion and we always talked about the readings we did, and he never expected us to do lengthy research.”

Trevor Garman, English teacher at ORHS, had the opportunity to do a yearlong internship with Brewer in 2001. “He taught me how to teach. I learned how to bring pop culture and things that are relevant to students into the class while they're studying stuff that was pretty old and seemingly pretty irrelevant to them. He ran the class really well, ran discussions beautifully and I think he really tried to raise the bar for students,” he explained. “His level of charisma was unbelievable, and his humor and the things he would bring into the classroom like his encyclopedic knowledge of music, film, and literature, were really fascinating and fun. Plus his athleticism and love for sports.”


“I never saw his energy in any way lessened... He was still making calls to radio stations to get his song on the radio and giving his opinion there, even when he was sick with cancer.”



Brewer had an extensive collection of books in his classroom, and at home, that have been donated to the ORHS Library by his parents. “For those of us who knew him, it is really an indication of his life. For people years from now who don't know him, especially if they had older siblings or parents who did know him, they're going to pick up these books and know a little bit about his interests, and understand a piece of him,” said Kathy Pearce, librarian at ORHS. “These interests were reflected in his class; he brought in a lot of pop culture and showed a lot of movies and made references to sports and music, and he was able to make connections between all of his passions.” The books that belonged to Brewer are tagged on the inside cover with a sticker that has his picture and a blurb about his life.

Even while he was sick, Brewer still acted like Brewer. “I never saw his energy in any way lessened. Although I wasn't that much in contact with him when he was sick, he still was up, as far as people described to me who were there around him. He was still making calls to radio stations to get his song on the radio and giving his opinion there, even when he was sick with cancer,” explained Monahan. “I think you got to take a page out of his book, and be enthusiastic about everything you do, and look at life as a continuous adventure. He always looked ahead in real positive ways.”

Also in honor of Brewer and his fondness of Shakespeare, there is a Martin Brewer Memorial Fund, run by the Oyster River Alumni Association (ORAA), to realize Brewer's desire to bring professional Shakespeare productions to the high school. “I never had him as a teacher, but I knew of him and I met him a few times at events, and I knew he was really charismatic and ORHS was really lucky to have this guy,” said Anita Mathur ('92), ORHS alumnae and president of the ORAA. Brewer's parents donated \$2,700.00 to the fund. Each play costs around \$2,700.00 to put on, and the fund currently has \$4,286.30.

The school will be able to see the tangible effects left by Mr. Brewer's passing: his personal book collection in the library, the Shakespeare plays in the auditorium, and the bare walls of T209. Even with everything physical being gone, Brewer's spirit truly lives on through all of his students and friends who he influenced and shaped to become who they are today. By assuming his positive energy and enthusiastic attitude, and passing down his life lessons and outstanding morality to our peers and younger generations, we can still teach others using his wisdom. So thank you, Mr. Brewer, for continuing to change the world. 

By “Miss Paqwette”

There are just under 700 students in Oyster River High School and approximately 70% of them participate in a sport. Of that 70% only a few will move on to the next level and play in college. I chose to outline a few athletes in more depth. Out of the senior class there are 15 athletes that will continue to play in college. Dominique Lapanne will be playing soccer at Keene State College, Matt Silverman will be playing soccer at Saint Joseph's College (Maine),

Taryn Leach will be swimming for the University of New England, Forrest Spinney will be swimming for Keene State College, Brian Stevens will be swimming for Keene State College, Emma Larson will be diving for the University of Delaware, Emily Haight will be playing Lacrosse for Kenyon College, Matt Jones will be swimming for Colby College, and Neville Caulfield will be running for the University of Vermont.

Playing at the Next Level

Owen Kurtiak



Sara Messler will be playing Division II basketball at Saint Anselm College in Manchester. She has not yet decided what she will be studying but is thinking about a major in Business with a minor in Fine Arts. She chose St. A's because it was close enough for family members to watch her games but she still feels like she is going away from home. "I loved the campus and the environment it has." Messler was considering other Division II options, such as Stonehill College and SNHU as well as some Division I options like BU, Northeastern, Colgate, Brown, and Army. "The basketball program was definitely the main reason I

chose Saint Anselm," she says. "All along my choice was going to be based on basketball because I was looking for athletic scholarships."

Messler has been playing basketball practically since she could walk. She started in the rec program at age 5 and AAU basketball in 6th grade. "I love the competitive aspect but also the flow of the game," she adds. "For me, hitting a big shot and just playing a great game are some of the reasons I play." Another reason Messler enjoys the game is that her entire family is into basketball and has played competitively and she hopes to continue that legacy.

Caitlyn Miller will be playing softball for Plymouth State University. She will be majoring in Secondary Math with a minor in Vocal Performance. Miller chose Plymouth State because she didn't want to be far from home and the school was a good fit for her academic and financial needs. Also one of the main reasons Miller chose Plymouth State is because of the softball coach. "He is such a nice person and we get along great. The players at Plymouth are also great people and very welcoming," said Miller. Miller has been playing softball since she was 10 and quickly found her position was on the mound. "My favorite part of softball is definitely pitching. I love having control of the ball,

and the feeling of striking out a batter. I love the fact that softball is such a mental game and there's so many things that can happen," said Miller. She has played her whole high school career and has received multiple awards. Her sophomore year she was awarded Second Team All State and her junior and senior year Miller also was named pitcher of the year. Miller says she will miss a lot of things about high school softball. "My teammates are amazing people and our team chemistry is great. I like being the underdogs," she says. "I also love having my dad as my coach. He pushes me probably harder than anyone, but it makes me better, and he has such a high appreciation of the game which I admire."





Grace Heine has been a top athlete in two sports at Oyster River, soccer and track. She will be playing soccer and running track at Rensselaer Polytechnic Institute (RPI) in Troy, New York, next year. Heine is majoring in Biomedical Engineering and chose RPI purely for the academics, she says.

Heine has been playing soccer since she was able to walk and running track since she was six in the ORYA system. "I am really going to miss competing with the high school athletes and I have loved the people I've been able to work with," said Heine. She has played for Seacoast

United club soccer for four years but did not play the last two years. Heine has many awards and recognitions for her sports activities: First Team All State in soccer, Foster's Girls Player of the Year, and NHIAA scholar athlete (for all four years). She also made the Lion's Cup team, which will take place this summer. Heine is a competitive person and loves that part about soccer as well as the team aspect. She says, "I love the team aspect of sports and the important life skills I've learned along the way, such as being a leader and the discipline of practicing every day."

Jewelina Durant is going to Plymouth State University next year to play Division III lacrosse. Durant is planning to major in Pre-Medical Studies with an emphasis in Chemistry. One of the main reasons she chose PSU is because of her major. She said that the science buildings at Plymouth have just recently been redone and that was very appealing to her.

Remarkably, Durant has only been playing lacrosse for only five years. She picked it up

her eighth grade year and has learned the game quickly. It is unusual for someone to be able to play at the collegiate level with that level of experience, but as Durant says, "I love the competitive nature of lacrosse and I enjoy being a leader." This sheer love for the game likely pushed her to excel above all at a fast rate.

Durant adds, "I am going to miss high school lacrosse a lot, mostly because of the variety in the level of play."



(Pictured Right)



Dominique Twombly will be running Division I for the University of Rhode Island in the fall, and is planning on majoring in Kinesiology. She picked URI because it has everything she wants in both a team and school. "A good amount of schools had contacted me but I really only looked at University of Virginia and URI," says Twombly. "I think it was overall about the campus and team. One of the big questions I asked myself was would I fit into the team, and at URI I found that I would."

Twombly started track in 8th grade and soon discovered she could run—fast.

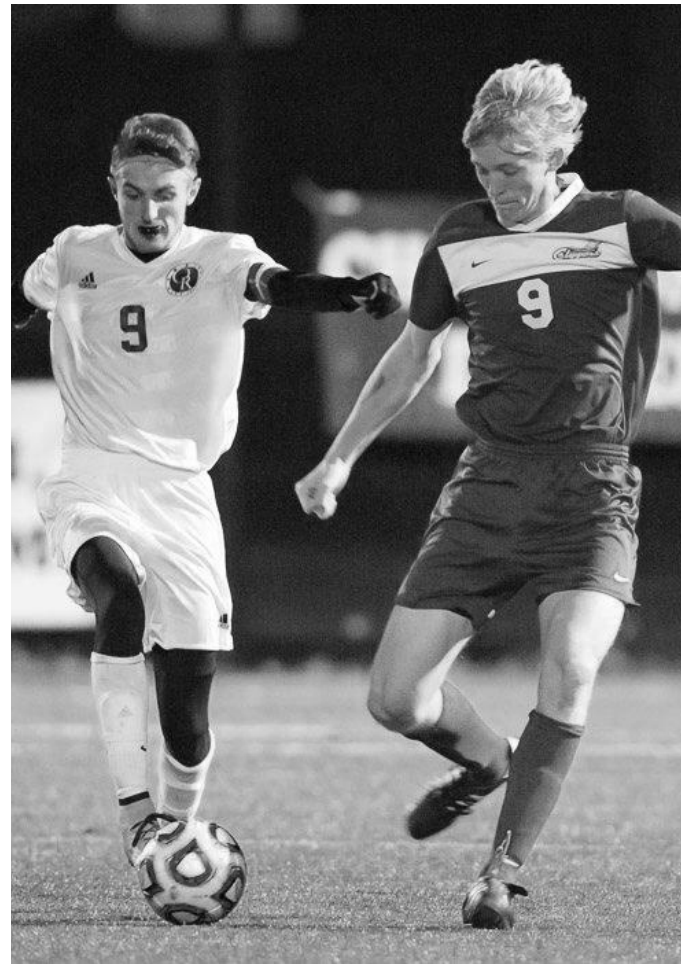
She says she loves how there are so many people on the team and the bonds that are created, but she also likes the individual piece of the sport—to do events for herself, as she says, that takes off some of the pressure. "I'm excited to be able to push myself further as a sprinter and run against a new group of people," adds Twombly. "I'm also excited about being a part of an other big team."

Twombly says she is going to miss the OR team that has become like her second family. "I'll also miss the practices and Nick [the ORHS track coach] yelling during my races," she says.

Griffin Luczek will be attending Eastern Connecticut State University in Willimantic, Connecticut, next year and will also be playing on their Division III men's soccer team. He has not declared a major, but is interested in broadcast journalism.

Luczek has been playing soccer for thirteen years. He started playing for Oyster River Youth Association. Once in high school, he played for both the school team and Maximum Velocity FC. He has been on the Oyster River varsity soccer team for three years and, as striker, was the top scorer for several years running. He is known for his quickness and abil-

ity to maneuver around the field, often frustrating his opponents in the process. Luczek was named the Foster's Boys Soccer Player of the Year, calling him "the difference maker." Although Luczek also plays basketball, he chose soccer as "his sport" long ago and worked hours to perfect his skills and to learn everything he could about the game, which earned him back-to-back First Team All State Awards for Division II and a spot on the Lions Cup team. Luczek is looking forward to college and soccer and is really looking forward having the ability to compete for a national championship.



(Left)



Maegan Doody will be running for Georgetown University in Washington, DC, this fall and has enrolled in the School of Nursing and Health Studies. She is planning on majoring in Human Science. Doody holds many records and has received numerous awards over the years, including Gatorade NH Cross-Country Runner of the Year for three years straight. She received a running scholarship from Georgetown, although other colleges were interested in her. She considered a number of schools, but her top choices were Duke, Boston College, Dartmouth, and Georgetown. Doody says she wanted a balance between a strong team and a good school. The running along with the academic rigor at Georgetown made her confident in her decision.

"I chose Georgetown after taking my official visit with the team in Oc-

tober and seeing how strong and passionate the girls are about being successful runners," says Doody. "The coaching staff is amazing and they have trained some of the best athletes in the country." Georgetown has an excellent running program and Doody feels honored to be a part of it for the next four years. The coaching staff is top-notch, the assistant coach is an Olympian, and the team is sending six athletes to the Olympic trials this year. Doody has been running since age nine and loves the intensity that comes with running along with the social aspect of being part of a team. She says she is going to miss her coaches and the running community in NH the most when she leaves for college. "I have been super lucky with Greg, Fergus, and Nick as my coaches, and I'll also miss my team and the memories I have made over the years," adds Doody.

CLASS
OF
2016

SENIOR WILLS
&
DESTINATIONS



SENIOR WILLS & DESTINATIONS

NICK AVERY-LEAF

Earth

Dillon Mulhern: lol idk

OLIVIA ARDITO:

Volunteer program/Great Bay Community College

Molly Downey: Unending advice

Laurie: So much love and thanks

Maggie Hird: The senior core and the strength to make it through the last year

The freshman class: HMU (603)-312-0293

Anthony Buckovitch: My tardies and love for Corey Parker

TOLU AFOLAYAN

Boston University

Mr. Milliken: My ramen noodle empire

MARYCLAIRE ATTISANO

Saint Joseph's College in Maine

Julia Williams: Future success in senior year and in life!

Mrs. Rosie: Future success with art history and many memorable trips to NYC

Hope Mariacher: All the future 4-her's and the crazy state teen council

Emily Allison: Future success in basketball and many memories with the AAU Thunder Team

Abby Brisard, Sophie Brisard Jackie Lupinski, Maddy Chambers: Future success in basketball and in their senior seasons!

PHIL AMEDURI

Ithaca College

Jay-Z: The black baton, use it wisely

GAVIN ALLEN

Lakes Region Community College

Cross Country Team: One more year with Reed Gibson

Cam Casella: My catch phrase "really Reed"

CHRISTIAN BURT

UMass Lowell

Gabriel Burt: Mr. Hausmann

Tucker Jennison: Mrs. Harkness's cake

Mr. Milliken: An actual floral shirt

Devin Kaya: A thesaurus

BRANDON BUTEAU

University of New Hampshire

Devin Kaya: E free

Justin Clothier: Coffee house

KAYLA BENNETT

University of New Hampshire

Ryan Cunningham: Cheech and Chong

Natalie Czepiel: Mr. Thibault's humor

MEAGHAN CAMPBELL

Fitchburg State University

Softball girls: The team, the goal of winning the ship next year, and all my love and support

ELIZABETH BUCKLEY

University of Connecticut

Grayson Leichtman: Danny Devito

Henry Bulkley: My legacy

Joa Segal: A swift hit with a tennis ball right in the face

Gigi Reece: My MUN scholarship

The girls tennis team: One of my 50 visors

MADISON COOPER

University of New Hampshire

Declan: I leave my salt packets for food in need

LIAM CONRAD

New Hampton School (PG year)

Kagan: A car, maybe...

Leichy: A few more inches

Log: A few less inches

Henry Bulkley: Nothing

1/2 of the Homeboys: a deserved "sorry"

BEN CHAMBERLAIN

University of Connecticut

Lydia Concannon: My HBO GO password so you can binge watch GOT when I'm away

Michael Donovan: My AP Calc notes

Caroline Wilson & Owen Moore: My dank culinary skills

Tucker Jennison: 34 clay sculptures of Jar Jar Binks

Eben Ritchie: My legacy

IAN COVELL

Plymouth State University

Sam Newton: The diving board

Caroline Wilson & Jag Guerrette: The boathouse

SHANE CHINBURG

University of New Hampshire

Sam Newton: My tennis skills

Tucker Jennison: Sexy Jar Jar Binks

Caroline Wilson: All the dinosaurs in the world

Michael Donovan: Much love

PETER COPPOLA

University of Hartford

Devin Kaya: The trench, Capital Steez joy rides

Alex Ireland: The Hood and Grub stops

Zak Lanoue: Chirping rights

Devin Sawtelle: My ballin' skills

Liam Macnamara: All MF rights

Tyler Venable: Boston trips, FBO, swagger, "respect"

Ben McDonald: Acid Rap and lo day jams, Full 10

Coco: Habang, late night pool

Doc: Full bask

Lou Leroux: Mac Miller, my sunglasses, freestyle seshes

NEVILLE CAULFIELD

University of Vermont

Patrick O'Brien: The cross country team (it was already yours)

Eleanor Zwart: Greg

Katie and Owen: Death vines

Henry Keegan: State champion in the 3200

MAEGAN DOODY

Georgetown University

Patrick O'Brien: Lily & lots of skittles

Devan & Xiana: 4x200 m & 4x400 state records?

Katie Schmitt: My love, Fergus and BNG

ORGXC: My love & good luck

Erin McDonough: Pretzels, candy and elephants

NATALIE DAVIS

SENIOR WILLS & DESTINATIONS

University of New Hampshire

Moses Strout: Carola
Erin McDonough: The role of swim team cheerleader
Carola Davis: Moses
Sam Newton: Wogs with Ruth

LOUIS DUFRESNE

Jay Brown: Declan Morrison
Thomas Crotty: A lifetime supply of tacos
Rusat Latulippe: A blank crumpled piece of paper
ORHS woods: My exhaled breath

JEWELIA DURANT:

Plymouth State University
Felicia, Katie, Dillon: Grape Juice
Ally, Abby, Kelsey, Maddy, Grace: Molly
Natalie: The Saab
Rose: The lacrosse team
Susie: Fist bumps
Jordan: My heart
Eleanor: Bill

ALEC DOLLAR:

Long Beach City College
Mr. Troy: The barstool I never took home
Mr. Garman: A new pair of rollerskates so you can skate
with Thanatos

NOAH DONALDSON

Great Bay Community College
Abby Halloran: My platforms and parachute pants
Luna Cuervo: A gently used banana
Jack Donaldson: My dank memes
Amy McCormick: My Ted Cruz puppet

HANNAH DAWSON

Messiah College
Lauren Abbott: A mustard seed

DANIEL FISHBEIN

University of Colorado Boulder
Do obese dogs run under garden squash?

COURTNEY ELMSLIE

University of New Hampshire
Ally Marshall & Felicia Drysdale: Too many practice
posts
Susie: Your hiss, Ida and Yhenka from Sweden, too
many car rides, one third of my love
Bri Rybinski: one third of my love, smile more
Julia: Thanks for introducing me to car rides and coun-
try music, one third of my love

LUCY EISEMAN

Endicott College
Carola Davis: Secret Life, Camp, the porch
Erin McDonough: The senior core
Moses Strout: Pancakes
Sarah Diharce: 2 hour swim practices

KINLEY GUERINO:

George Washington University
Fiona Grove: Christine and my ASP legacy
Megan Wu: A plot of land to dig holes in, and my poor
driving skills
Shaelyn Paré: A dampener, Whitney Houston, and my
hatred
Anna Kate Munsey: Some cans to trade for ice cream

EMILY GIBSON

University of New Hampshire

Hunter: The Gibson legacy
Abby: Endless amounts of ice cream for when I can't
come home for ice cream dates

JAKE GARNER:

University of New Hampshire
Dillon Mulhern: The MC table at MOR coffee house

MITCHELL HARLING

UMaine Orono
Owen Kurtiak: The duty of keep any future "Gary's" in
check.

JENNA HOWLAND

Haiti then Alfred University
Fiona Grove: Christine
Sara Diharce: My tomato plant

ANDREW HARDCASTLE

New Hampshire Technical Institute
Freshmen Advisory: Mrs. Yatsevitch

STEPHEN HILL

Plymouth State University
Rose M: My sick moves and muscle shifts
Skylar, Declan, George, Tim, Nathan: My love
Bryana B., Olivia F., Nick Knightly: All the pancakes
My Acting 2 class: My spirit to haunt the theater
Holly & Carly H: Narcisa
Tom S: Frosty tips
Lilly M: 10k fam
Ryan Burgess and Bergman: Nothing lol
Hunter Gibson: A legacy to never live up to
Tyler + Jack B: My Walmart airsoft stuff
Ryan Coxen: The dance floor

KOBI HACKENBURG

University of Wisconsin (Madison)
Henry Keegan: A reasonable warm up pace
Aidan Hackenburg: Mr. Zottoli
Owen Kurtiak: Common sense
Claire Genes: The best of luck

JENNI HEALEY

University of New Hampshire
Mr. Parker: My tardies
Harrison Rief: The pen
Susie McDonough: All of BNG's coffee

SOPHIA HALEY

Mount Holyoke College
Annabeau: My daily fashion statements
Tess: My sass in any math or science class
Thatcher: What is left of ORTV

EMILY HAIGHT

Kenyon College
Rose Mroczka: Cool 3D world vids on the lax bus
Anna Haight: My legacy and three years of being the
"favorite" child
Kristen Short: #13, finally

GRACE HEINE

Rensselaer Polytechnic Institute
Xiana Twombly: Soccer team, track team, prom, #11
Connor Manning: Track team (hurdles legacy)
Grant Heine: The car
Devan McClain: Soccer and track (trap) team

SENIOR WILLS & DESTINATIONS

MATT JONES

Colby College

Swim team: Another state championship (both mens and womens)

SOPHIA KERAVIDICH

Gap Year then Russell Sage College

Sydney Litchfield and Maddie Hubbell: Jan Clan Legacy
Girls Lacrosse Team: Beyoncé spirit

ZACH KAPLAN

University of Rhode Island

Jake Kaplan: My reputation & better haircut
Michael and Matty Green: Great memories
Sam Johnson: My piano solos

KEVIN KERRIGAN

University of New Hampshire

Devin Sawtelle: The shovel

Matt Bishop: 10% of the school and an earring
Ryan Coxen: My love for you and the family
Benny Mac and Zak Lanoue: The lax team and rats
Superfan Crew: The responsibility

KEVIN NICHOLS

Plymouth State University

ADAM LAMONTAGNE

Merrimack College

Trees: Parking space

My locker: To whoever can find it
Mr: Milliken: My love and happiness

ALEX LANDRIGAN

Assumption College

Kyle Landrigan: The inability to drive my car

CHRIS LAZAR

Somewhere

Mrs. Y: Some cool freshmen

MADDY LAVALLEY

New Hampshire Institute of Art

Sara Diharce: Live-action Scooby Doo
Austin Crawley: Driving manual
Luna Cuervo: All my unsaved canvases

DOMINIQUE LAPANNE

Keene State College

Felicia Ayer: Our master plans of destruction, my student ID, and all my awkward comments that make you feel uncomfortable

Sierra Carpenter: My unfiltered snaps, late night cuddles, filled in eyebrows, knee issues, as well as our common struggles

Sarah Cusack and Andrea Staples: Alan and scooping when I'm gone

Lexi Nash: Straight soccer struggles

Susie McDonough: All my bad jokes, blonde moments, and being the team's goofball

Claire Genes: Nutmegging Steve, torturing underclassman on the team, and keeping Susie in line

Eleanor Zwart: Smiles, awkward eye contact and faces on bus rides

Sam Newton: Madame and the best of luck in your french class adventures without me

JASON LUPINSKY

University of New Hampshire

Colin Tucker aka Suaves: Water duties for the soccer team

EMMA LARSON

University of Delaware

Triplets, Alicia, Jules and Meghan: The diving board

Jessie B: My love

Sam Newton and Lynn: The best smacks on the water

Bill Reeves: All the swim championships

TARYN LEACH

University of New England

Swim Team: Strength for 5am practices

Alex Szymanski: Endless candy

Ana Szymanski: Giving Alex grief when he drives

Sam Lippman: Endless memes

KATHRYN LANOUE

University of California, Los Angeles

Girls Lacrosse team: My love and a great 2017 season

JRav: My loud voice

Maddy Alphonse & Abby Schmitt: Defense

Emily Rodgers: New captains that you'll have to deal with

Zak Lanoue: My legacy

GRIFFIN LUCZEK

Eastern Connecticut State University

Zach Leichtman: Pre-game speeches

Devin Sawtelle: The pit and point guard

Nate Moore, Michael D: The soccer team

R Sauce: Left bench still

Owen Kurtiak: #9, Mufc

Tyler V: 3 point shooting

JULIA LEWIS

Gap year working at a daycare

Moses: Pancakes

Molly Downey: Bad decisions

CAITLYN MILLER

Plymouth State University

Alana Ervin: The jazz band, Dave, and all of my love

Kendall Bird: The softball team, and vegan chocolate chips

Mr. Lawrence (science): Our talks about whales and Alaska

Ms. Chagnon: Our F period talks, and my whole heart

ANDY MCQUADE

Westminster College

PORTER MCMANUS

University of New Hampshire

The boys: Bro downs and the pantry

Kelsie Poplawski: Herald

Emerson McManus: The McManus reputation of integrity and hard work

Ryan Coxen: sauce

Soccer team: another ship

Owen Kurtiak: Gary

Dirks and Hannah: Griffin

Coco: A new femur

SOPHIE MERRITT

Ithaca College

SENIOR WILLS & DESTINATIONS

SARA MESSLER

Saint Anslem College

Sophie Brisard, Abby Brisard, Annie Lewis, Maddie Chambers: The basketball team
Upcoming seniors on the soccer team: The bobkittens and the great legacy

Devan McClain: My soccer jacket that will never be returned

Jordan Thompson: Scrunchie trend

NICK MURPHY

My parents' basement

Jarrold Bernier: My apathy, my grievances, my league skins

Thomas Jeffrey: A kiss like sunshine and whisker

Patty Andersen: My parking space

Skylar Bagdon: My musical talent (nothing)

Oliver Philbrick: My car

George Philbrick: My house

Gary Philbrick: Your brothers' possessions

Russell Miles: A half eaten cabbage

Isaac Niman: My bandana and yo-yos

Ethan Sailor: All rights and royalties of the "Fish" title

ORHS: A fair farewell fan fair from the final Murphy

CHEYANE MILANO

Gap year in Costa Rica

Thatcher Irvin: Crocs, avocados, cats

Elise Hanley: My ways of life, the softball team and all my love

TIM MORRIS

University of New Hampshire

Nick Dundorf: All the other copies of that Vognoon music, my sense of wonder or some pencils or something

Mr. Garman: A vial of Harrison Ford's tears I got after he heard your Blade Runner review

Ben Morris: Work ethic

NINA MESSER

Wherever the wind may take me

Alana Ervin: I leave all singing of band and a copy of "The Care and Keeping of you".

Nick Dundorf: I leave ultimate memes and some sad sarcasm

Volleyball seniors: The team

PAYAL NANDA

Wellesley College

Caroline: Senate (make yourself dictator of the school, please)

Roopa: NHS - enjoy your presidency ;)

Luna: Relay; keep it alive! I have faith in you

Isabelle Fradillada: A well deserved C+

Shay: A willing chauffeur, my endless sarcasm, some awesome dance moves and my love

Abby Croot: A reserved place in the back of my car, Billy Joel music, my undying appreciation for your warming abilities and my love

Raggy: A new pair of shoelaces, ibuprofen, a cultural education, my infinite wisdom (superior to yours), and sin 90% of my heart

Joa: A box of poptarts, the brown blanket (lol not really), the left side of the tennis court, a world of ethnic possibilities, a spot on my dorm room wall, and my love

KEVIN NICHOLS

Plymouth State University

LEXI NICOL

Great Bay Community College, then Plymouth State University

Thatcher Ervin: Crocs, avocados, all the cats and my love

Reed Gibson: My love forever

Maddie Hubbel: The Jan Clan, Beyoncé

Lily Schuft: Sloths, Koala bears, cats, weird animal videos

EMILY OLIVIER

University of New Hampshire

Cross Country Team: Fergus and the goose story

Kenzie Clark: Rolos and aluminum foil

Gigi Reece and Libby Nichols: "match my pace" runs

TESSA OAKES

University of Maryland

Eleanor Zwart: All of my love and affection, 5 am practices, thousands of pushups, lane 5, Paul Kobus

Swim team: A 5-peat, hand slaps, a whole lot of love

Ryan Coxen: Good music to keep on dancing to & Senor

Alex Szymanski & Sam Lippman: Enough man power to control the boys team, and my love

J.J. PITKIN

Working

Chris Gobron: My parking spot

TRISTAN PETIG

Great Bay Community College, then University of New Hampshire

I choose to leave one thing, my lucky test pen. Its powers are great and I have buried in the school. Below are some riddles you must solve in order to have the pen.

1) The desk by the windows reads "Jontron". He'll lead you to go to a floor lower. 2) Oh no! It's dat boi! He says to head to room 215. 3) In the far corner beneath the floor tile lay a padlock chest. Enter the correct code to find the final clue. Final Clue) In the biggest room in the school lies The Pen of Legends. Hurry, adventurer!

JULIA PRUSZAK

University of New England

Aidan Yoder: The woods, otot, your "beard", a Dusty'O, the VW van of your dreams, and all my love.

Natalia Pruszek: All of my responsibilities and hovering parents

Rose Mroczka: My AP Bio grade, Nate's beard, snakes

Kristin Short: My 7th grade picture

Grace Henderson: Lax mom

LIZ PAQUETTE

Assumption College

Cyrus Hull: My lunch

Fiona Grove: Christine

Cassidy Gibb: My pink shoelaces, and good grades, and lots of love

Vsquad: My cookies

The Grumble: Crave that mineral

The next marketing class: The Bobcat Corner, Mr. Lacasse, and a \$0.37 out of pocket donation

JEFF POWERS

Great Bay Community College

Liam McNamara: Soapy b touches

Owen Tonkin: My practice bombs

Tyler Harvey: My Brett Harvey workout

SENIOR WILLS & DESTINATIONS

ALEC ROGERS

Clemson University

Abbie: Hovering parents and the car

COLIN RUNK

University of New Hampshire

Brennan Oxford: some self confidence

Ryan Coxen: A bottle of sauce

Ben McDonald: grill duty at tailgates and fart tallies

Connor Grady: 10 Asian Zing, 10 Jammin Jalapeno, 10

Parm gar

Matt Bishop: 10% off coupon to Claire's

Devin Sawtell: Unlimited buckets

Henry Bulkley: A new doubles partner

Superfan Crew: All of my love, BWW, and the spirit to

carry on the tradition

Zak Lanoue: Mounting curbs and ripping speed bumps

Tyler Venable: The grill for the bball bench

Jack Bishop: #5

HUNTER RIEF

Colorado State College

Harrison Rief: The pen

Devan McClain: Owen Kurtiak

OJ & Coco: Roseanne

Tessa Oakes: An apology and a corsage

ARABELLA REECE

Carnegie Mellon University

Susie: My brain

Libby: My sad music and the blonde guy from One

Direction

Alex: my favorite videos for procrastination

Meg Wu: an unlimited supply of running clothes

Fiona: Mr. Jette's war plan and Christine

Gigi: new episodes of The Office, scout, and the spirit of

Ron Swanson

Maisie: a job on SNL and a single piece of Matzah

Phoebe: my child

Laurel: Afraid by The Neighbourhood and my soul

Cross-country team: Gigi

ISABELLA SAPUTO

Elon University

Bobkittens: My whole heart and next year's ship

Eleanor Zwart: Number 6, kill 'em dead

Lydia Concannon: sunscreen

Thomas Cote: The truck and Maggie

Dillon Mulhern: Thomas Cote

Ethan Haug: Gill

Fiona Grove: Christine

FORREST SPINNEY

Keene State College

Jackie Lupinski: Freedom from having to do Jason's

laundry for him

Parker Spinney: Jacqui Spinney

Will Cilia: My lacrosse stick

Sam Lippmann: the hope that, at some point in your

life, you become half as talented a swimmer as I am-

Good luck

Graham Covell: The anchor position to the greatest 200

freestyle relay team, composed of entirely divers, ever

assembled

Josh Bramble: My Hoodie Allen CD's

Harrison Rief: My wallet

Andrew Hodge: Brian's car

ERIC SHI

New York University

Rusat: Straight A's to go anywhere you want to

Riley Chinburg: Another student to crush you in math

Rohit: The girl of your dreams

Daiyao: Admission to every Ivy league

MATT SILVERMAN

Saint Joseph's College in Maine

Tucker Jennison: My love, art Lawrence, Zottoli

Zach Leitchman: Bayer and oil can

Zottoli: All of the other Muppet voices

Zach Leitchman, Sam Daves, Nate Moore, turf field to

carry on the legacy

STEPH SCHIAVO

Purdue University

Susie McDonough: A single fruit fly and Arabella's GPA

Cam Schiavo: The car, Africa Fridays, these words of

wisdom "do not throw away your shot."

Sarah Diharce: Scooby Doo, world peace, a sick friend-

ship bracelet

Skylar Bagdon: The ski team, many soulful renditions

of "and we danced"

Joa Segal: The girls ski team, the strength to deal with

the crazies

Hannah-Jane Wilson and Emma Hillary Gould: Cap-

tainship of the ORHS varsity bobsled team

PARKER STRONG

Northeastern University

JOOP SEGAL

Plymouth State University

BEN SPAIN

New York University

Tom Jeffrey: The bus driver One-two

Thatcher Ervin: Chick Corea's modulation control (so

you don't have to play in different keys)

ARIANNA STROHEKER

University of New Hampshire

Sarah Corrow, Bella Dempsey: My super aggressive pep

talks and thank you for being so amazing

Drama Department: Super fun times and some amaz-

ing experiences (thank you Ms. Caple)

BRIAN STEVENS

Keene State College

Alex Szymanski: My undying love

A\$ap Hodge: The civic

Sam Lippmann: Dank Memez

Sydney Aubin: A puppy

PHILLIP SMITH

Gap year

Mr. Ricciardi: My "eh god" moments

Dan Drescher: My motivation and encouragement

Art Teachers: My voice of reason and common sense

Mr. Maynard: Go UNC

Ms. Kelley: My good times

SENIOR WILLS & DESTINATIONS

EMMA SOURDIF

New Hampshire Institute of Art

To my sisters: I leave our parking spot
To the under-represented at this school: I leave good
will and strength to be your true authentic selves. You
all deserve happiness and respect

DARNELL SARAVONG

Great Bay Community College

Ben McDonald: Laney
Connor Manning: My back up baton
Quan: My wok
Jay Z: The weight room, "Daesh"
Coco G: Two broken femurs

JESSIE STELTER

Ithaca College

Abbey Hallorann: Coach Mark's unfiltered remarks
Sara Diharce: Scrappy Doo
Joa Segal: My prodigious tennis skills
Dillon Mulhern: The op-ed department

ALAINA TODD

Hofstra University

Eliza Keegan, Abbey Halloran, Luna Cuervo: Coach
Mark and his shirts
Lauren Abbott: A rabbit, bus karaoke
Alice Sperry: Spray sunscreen
Annie Lewis: Socks without holes
Skylar Bagdon: A garbage truck
Libby Nichols: The ability to come up with a tip of the
day

COLLEEN TODD

Hofstra University

Eliza, Lunda, Abbey: The best of luck with Mark and
the field hockey team
Alice and Annie: The ability to boogie
Thatch: Jazz claves

GABRIELLA TROMBLEY

Simmons College

Drama Department: Caple
Abbie R: My love and the dancing portion of the musical
Fusion Dance Academy Girls: Miss. Bae
Alicia, Jessie B, Julianna C: Reverse dives/somersaults
Roopa B.: Lane 1 and all 5's on your AP's
Alice S: Your mother and leadership group
Kaitlyn D: An amazing rest of high school

ROSIE TARVAINEN

University New Hampshire

Al Piedmont: Severe senioritis, infinite dingers, ocean
dips in April, plenty of sushi at UNH, late night bike
rides, and the golden katana
Reed Gibson: Unlimited McGriddles
The softball team: All my sass
Elise Hanely: Bench squad
Rusat Latulippe: Every flavor of Bloomin' Cow ice
cream
Lolo: Someone new to beat you in with friends
Ms.Chagnon: Another year with Al (Goodluck!)

ISAIAH TAUSCHER

University of New Hampshire

My Donald Trump magnet, should it ever be found,
needs to be placed in a prominent place in the school, to
honor our future president/emperor.

LOGAN TESTA

Robotics team: The next generation of makers and
builders

DOMINIQUE TWOMBLY

University of Rhode Island

Devan M: Flowers
Connor M, Xiana T, Jacob Z: The new track and track
mom
Charlotte C: Prom
Erin M: Pretzels

ISABELLE TODD

University of New Hampshire

Claire Genes: Whatever it takes to win a state champi-
onships. I love you with all my heart always and forev-
er, wish I could leave you the world and more
Thomas Cote: A thank you for being the nicest human
Susie: A big warm hug
Dillon: MOR
Soccer team: Beat Hanover, keep doing core at the end
of practice and never ever stop
Mr. Kelly: An editor that doesn't take up twenty min-
utes of your time before school to ramble, an unbeat-
able MOR field trip and a thank you for being the best
advisor
Madame: <3

CAMMIE WATERHOUSE

Simmons College

Mr. Milliken: Joe's desserts
Tom Jeffrey: The non-existent expectation of horizontal
Alana Ervin: Greek yogurt

SAMANTHA WALKER

Plymouth State University

Andrew: E-free adventures, using "the eyes", your head
nods, and all my love and luck to get through senior
year
Isabelle, Sarah, Holly, Andrea, Keerthi: Vball and soccer
games
Kara: Brennen bae
Sarah Lavine: Most dramatic and a therapist
Kendall: Slave shops for more senior nights

CALEB WALKER

Liberty University

Griffin: My parking spot

ROBERT WATERS

A hat hook in my house
My hat (with pin)

